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ABSTRACT

This basic module on private security training was designed under the direction of the Oklahoma Council on Law Enforcement Education and Training to teach basic skills necessary for entry-level employment in this field. This module contains six instructional units that cover the following topics: (1) interpreting the Oklahoma Security Guard and Private Investigator Act; (2) first aid and cardiopulmonary resuscitation (CPR); (3) operating a fire extinguisher and fire fighting equipment; (4) writing field notes; (5) writing reports; and (6) interpreting legal powers and limitations. Each instructional unit follows a standard format that includes some or all of these seven basic components: performance objectives, suggested activities for the instructor, information sheets, supplements, assignment sheets, transparency masters, written tests, and answers to tests and assignment sheets. Units include illustrations. (KC)

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PRIVATE SECURITY TRAINING

PHASE 1: BASIC
INSTRUCTOR EDITION

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Private Security Training

Developed by
Oklahoma State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

under the direction of

Oklahoma Council on Law Enforcement Education and Training

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PRIVATE SECURITY TRAINING
Phase 1

TABLE OF CONTENTS

UNIT I	Interpreting the Oklahoma Security Guard and Private Investigator Act
UNIT II	First Aid and CPR
	Students must complete the 8-hour Red Cross Standard First Aid Course (including CPR) as a part of this Phase 1 training program.
UNIT III	Operating a Fire Extinguisher and Fire Fighting Equipment
UNIT IV	Writing Field Notes
UNIT V	Writing Reports
UNIT VI	Interpreting Your Legal Powers and Limitations

FOREWORD

The *Oklahoma Security Guard and Private Investigator Act* was enacted by the Oklahoma legislature in 1987, and designed not only to regulate, but provide consistent training standards for the private security industry in the State of Oklahoma.

The Council on Law Enforcement Education and Training (CLEET), whose mandate is the education and training of peace officers in the State of Oklahoma, has been deemed the agency best suited to develop standards and oversee the training of the many security specialists in Oklahoma.

The Department of Public Safety, the Council, and the Oklahoma State Department of Vocational and Technical Education, have worked closely with representatives of the security and private investigator industries to determine the training needs and develop a comprehensive training curriculum for security guards, armed security guards, and private investigators.

The educational institutions where this training will be conducted were selected for their ability to provide the instructors and facilities needed to accomplish these training objectives in a manner that will best benefit the private security industry.

Students who successfully complete the training program can take pride in knowing that they are now in the ranks of the best trained security officers and private investigators in the United States.

The future of the security industry rests on the education and training received today, and the professionalism demonstrated tomorrow.

We wish you the best of success in your future endeavors.

Don P. Holyfield
Director
Council on Law Enforcement Education and Training

Roy Peters, Jr.
Director
Oklahoma State Department of
Vocational and Technical Education

ACKNOWLEDGMENTS

Special thanks go to those persons at the Council on Law Enforcement Education and Training who directed or assisted in the development of *Private Security Training*. These persons include Don Holyfield, Jim Tidmore, Carl Cloud, Johnny F. Dirck, Randy Jacoby, Glen McEntire, and Timothy Brauer.

Thanks also go to the members of the curriculum validation committees.

Other contributors to the development of these materials include Woody Bastemeyer, President, Western Investigations and Security Corporation; Cleo L. Fowler, business and private security consultant; Charles Davis; and Dudlee Linger.

A very special thanks is due Mary K. Bergen at CLEET for her efforts during all phases of this project. Her work provided continuity to the development of *Private Security Training*.

Thanks are also extended to Woody Gates and the members of the Oklahoma Private Investigators Association for their support and input for the Phase 3 units of instruction.

The text of Phase 4 resulted from a combined effort by many individuals, including Randy Jacoby, Glen McEntire, John Boren, Charles Brown, Chuck Day, and Timothy Brauer. Thank you for your input and direction!

The development of the final text for security guards could not have been completed without the support and assistance of Dr. Larry Ann Holley and Mr. Dick Schellin at Central Oklahoma Area Vocational-Technical School in Drumright. Thank you for your critical review!

Private Security Training could not have been prepared without the work of the Graphics Division, the Communication Center, and the Print Shop at the State Department of Vocational and Technical Education in Stillwater. Special appreciation goes to everyone involved in preparing each unit of instruction for each training *Phase*.

I also want to thank Dr. Charles O. Hopkins, Assistant State Director; Greg Pierce, CIMC Coordinator; Sheila Stone, Coordinator of Curriculum Development; Vikki Dearing, Coordinator of Adult Training and Development; Jimmy F. Roblyer, Adult Training Specialist; Kristi Treadwell, Adult Training Specialist; and Keith Harp, Assistant Coordinator, Instructional Services at the Oklahoma State Department of Vocational and Technical Education for their support, guidance and contributions!

Craig A. Maile,
Technical Writer
Curriculum and Instructional Materials Center

USE OF THIS PUBLICATION

Objective Sheet (white pages)

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performance necessary to reacn the unit objective.

Because the objectives of the unit provide direction for the teaching-learning process, it is important for the instructor and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials. Each student should have a copy of the objective sheet to refer to throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit.

The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Suggested Activities (pink pages)

The suggested activities help instructors plan their presentation of the unit. Reading the suggested activities before teaching the unit allows time to obtain supplemental materials and audiovisuals and to contact outside resources. Instructor duties will vary according to the particular unit.

References listed are those used in the development of the unit. The instructor may use the references to supplement knowledge of the subject area or to guide students with particular interests or occupation objectives in the area covered. Suggested resources are also listed.

Information Sheets (green pages)

The information sheet provides "must know" content essential for meeting the objectives of the unit. The information sheet serves as an excellent guide for presenting background knowledge necessary for skill development. It also may be used for coordination activities and advisory committees.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. **NOTES** are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories that tell the student how to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements (green pages)

Supplements include instructions that could be used for solving a problem or reinforcing the enrichment of learning. While supplements are not tested over directly, they may be used to assist in arriving at solutions using cognitive knowledge and higher-order thinking skills. They provide additional information for understanding the topic but may not have direct application to specific objectives.

Transparency Masters (white pages)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented on the information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets (tan pages)

The Assignment Sheets in Private Security Training are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit. The Assignment Sheets are also not a part of the Written Test for any unit.

Assignment Sheets may be given to students for completion in class or for homework.

Written Tests (yellow pages)

The questions on the Written Test for each unit match the Specific Objectives on the Objective Sheet and cover the information presented in the Information Sheet. The questions on each Written Test are not multiple choice.

It is very important for instructors to note that students must complete each Written Test with a score of at least eighty-five percent (85%) in order to successfully complete each unit. In addition, students must successfully complete the licensing examination to be administered by CLEET.

The acceptable score on each Written Test, eighty-five percent (except First Aid and CPR), applies to the overall score and not to each individual question.

Scores Needed for 85%

Unit I	54 correct answers out of 64 possible
Unit II	---
Unit III	27 correct answers out of 32 possible
Unit IV	53 correct answers out of 62 possible
Unit V	23 correct answers out of 27 possible
Unit VI	31 correct answers out of 37 possible

NOTE: The scores needed for 85% are rounded to the nearest whole number.

Answers to Assignment Sheets and Written Tests (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing our errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and suggestions for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

OBJECTIVE SHEET

INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT I

INTRODUCTION

As of July 1, 1987, the Oklahoma Security Guard and Private Investigator Act became effective as law. You will need a complete understanding of the Act in order to receive a license and to perform your job. This unit will thoroughly explain the law step by step.

UNIT OBJECTIVE

After completing this unit, you will be able to interpret the Oklahoma Security Guard and Private Investigator Act. This ability will be evidenced by completing assignment sheets and by scoring an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Match terms with their correct definitions.
2. State types of licenses that are issued to qualified applicants.
3. Select from a list the persons not affected by the Act.
4. Identify the powers granted to the Council on Law Enforcement Education and Training by the Act.
5. Select from a list the qualifications that license applicants must meet.
6. State conditions under which application information may be disclosed.
7. Define provisions for psychological evaluation for persons applying for the armed security guard license.
8. State the fee(s) for each type of license.
9. Match types of licenses with their length of validity.
10. Identify requirements for personal and vehicle identification.

11. Review violations and punishments under the Act. (Assignment Sheet #1.)

12. Review application requirements. (Assignment Sheet #2.)

SUGGESTED ACTIVITIES	INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT — I

PREPARATION

1. Supplement this unit with additional resources.

   Publications

   * *Oklahoma Private Security Rules and Regulations* (Current edition)

   Available from the Council on Law Enforcement Education and Training, P.O. Box 11476 — Cimarron Station, Oklahoma City, Oklahoma 73136.

2. Review the unit and plan your presentation.

   a. Estimate the amount of material that can be covered in each class session.

   b. Plan for appropriate Assignment Sheets.

   c. Identify objectives that you can supplement with other resources.

   d. Invite guest speakers in advance.

3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.

4. Make students aware of the licensing examination to be administered by CLEET Refer to the *Oklahoma Private Security Rules and Regulations.*

DELIVERY

Objective 1

- Give examples that meet the definition of each term, then ask students to match the example to the correct term.
- Refer to the *Oklahoma Private Security Rules and Regulations*, including the sections of the *Oklahoma Security Guard and Private Investigator Act* at the back of the Regulations booklet, for additional terms and definitions.

Objective 2

- Discuss the types of licenses and the situations requiring each type. Refer to the *Oklahoma Private Security Rules and Regulations* for specific requirements for conditional licenses and special event licenses.

- Emphasize that armed private investigators must be licensed private investigators and must complete the same training and testing requirements of the armed security guard.
- Show TM 1.

Objective 3

- Discuss the importance of the Oklahoma Security Guard and Private Investigator Act. Lead a group discussion about:
  - the need for the Act
  - potential benefits to the individual licensee
  - potential benefits to the private security profession
- Give examples of each person not affected by the Act.
- Show TM 2.

Objective 4

- Show TM 3.
- For item #7, refer also to the "Violations and Punishments" described in Assignment Sheet #1.
- For item #8, display your own ID card and license(s), if possible.
- Introduce Assignment Sheet 1.

Objective 5

- Show TM 4.
- Introduce Assignment Sheet 2.

Objective 6

- Explain how to complete a sample license application. Do not distribute samples.

Objective 7

- Omit this objective if none of your students are applying for the Armed Security Guard license.
- Refer to the *Oklahoma Private Security Rules and Regulations* for more information about the requirements for psychological evaluation.

Objective 8

- State the costs.

Objective 9

- Show TM 5.
- Briefly explain the length of validity for each license.

Objective 10

- Show TM 6 and TM 7.

APPLICATION

Objectives 11-12

- Complete each Assignment Sheet as an in-class or take-home activity after discussing the related unit objectives.
- Review the related unit objectives before completing each Assignment Sheet, if needed.
- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.
- Evaluate students on Assignment Sheet activities.

  IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting each unit and after completing the Assignment Sheets, <u>but not earlier than the next class session</u>.
- Remind students throughout your presentation that the questions and required performance on each Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are <u>not</u> multiple-choice.
- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Oklahoma Security Guard and Private Investigator Act (Title 59 O.S., Section 1750.1 et seq)

INFORMATION SHEET	INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT	I

OBJECTIVE 1

Match terms with their correct definitions.

Armed Security Guard — A security guard authorized to carry a firearm.

Investigative Agency — A self-employed Private Investigator, a firm, a corporation or other private legal entity in the business of soliciting the business of private investigation and/or providing private investigations and investigators.

Private Investigator (unarmed) — A person who is self-employed, or contracts with, or is employed by an investigative agency for the purpose of conducting a private investigation and reporting the results to the employer or client of the employer relating to:

a. potential or pending litigation, civil or criminal

b. divorce or other domestic investigations

c. missing persons or property

d. other lawful investigations

Security Agency — A person, firm, corporation, or other private legal entity in the business of furnishing another person as a security guard or armed security guard for hire.

Security Guard (unarmed) — An individual contracting with or employed by a security agency, private business, or person to prevent trespass, theft, misappropriation, wrongful concealment of merchandise, goods, money, or other tangible items, or engaged as a bodyguard or as a private watchman to protect persons or property.

IMPORTANT: No person may be employed or operate as a security guard, armed security guard, private investigator, security agency, or investigative agency until a license therefor has been issued by the Council on Law Enforcement Education and Training pursuant to the Oklahoma Security Guard and Private Investigator Act.

OBJECTIVE 2 **State types of licenses that are issued to qualified applicants.**

1. Security Agency License
2. Investigative Agency License
3. Private Investigator License (unarmed)
4. Security Guard License (unarmed)
5. Armed Security Guard License
6. Conditional License
7. Temporary (out of state)
8. Special Event License (unarmed)

NOTE: To be an Armed Private Investigator, you must be a licensed Private Investigator and complete the same training and testing requirements of the Armed Security Guard.

OBJECTIVE 3 **Select from a list the persons not affected by the Act.**

1. A person authorized or employed by the United States Government, any state government, or any agency, department, or political subdivision thereof while engaged in the performance of official duties.

2. A person or employee of a firm, corporation or other legal entity engaged exclusively in a profession licensed by any board, commission, department, or court of this state.

3. A bonafide, salaried, full-time employee of a firm, corporation or other legal entity not in the primary business of soliciting and providing private investigations, who conducts investigations that are exclusive to and incidental to the primary business of the said firm, corporation or entity, and when the costs of such investigations are not charged directly back to the particular client or customer who directly benefits from the investigation.

4. For individuals operating unarmed, any person employed as a private watchman or security guard by one employer only in connection with the affairs of such employer where there exists an employer-employee relationship.

   EXAMPLE: If a company pays an employee to watch company property during afterhours, that employee is not required to be licensed. However, the employee cannot be armed. The employee is simply there to watch for and to report fires or other destruction or emergencies.

5. A full-time certified peace officer of the United States, this state, or any political subdivision of either,

   a. while such peace officer is engaged in the performance of his official duties within the course and scope of his employment with the United States, this state, or any political subdivision of either.

   b. while such peace officer is engaged in the performance of his duties as a railroad police officer.

   c. who receives compensation for private employment on an individual or an individual independent contractual basis as a patrolman, guard, or watchman if such person is employed in an employer-employee relationship or is employed on an individual contractual basis.

6. Employees of armored car companies currently regulated by the Corporation Commission.

7. Any person whose term of employment as an Armed Security Guard was governed by a collective bargaining agreement on May 9, 1989.

8. Any person who was employed as a full time Armed Security Guard by a financial institution on May 9, 1989.

OBJECTIVE 4 **Identify the powers granted to the Council on Law Enforcement Education and Training by the Act.**

1. To establish rules and regulations to carry out the purposes of the Oklahoma Security Guard and Private Investigator Act.

2. To establish and enforce standards governing the training of persons required to be licensed pursuant to the Act.

3. To establish the minimum curriculum requirements for training applicants of previously mentioned licenses.

4. To grant a training requirement waiver, except firearms training which is required for an armed security guard license; provided, the applicant has completed not less than one (1) year of full-time employment as a security guard, armed security guard, private investigator, or law enforcement officer (within a three-year period) immediately preceding the date of application and the applicant provides sufficient documentation thereof as may be required by the Council.

5. To grant an applicant credit for fulfilling any prescribed course or courses of training, including firearms training, provided the applicant submits documentation of comparable training.

   NOTE: CLEET may grant or refuse any such credit at its discretion.

6. To issue the licenses and identification cards provided for in the Oklahoma Security Guard and Private Investigator Act.

7. To investigate alleged violations of the Act or rules and regulations relating thereto and to deny, suspend, or revoke licenses and identification cards if necessary, or to issue notices of reprimand to licensees with or without probation under the rules and regulations prescribed by the Council.

8. To provide all forms for applications, identification cards, and licenses required by the Oklahoma Security Guard and Private Investigator Act.

OBJECTIVE 5 **Select from a list the qualifications that license applicants must meet.**

1. Be a citizen of the United States or an alien legally residing in the United States.

2. Be at least eighteen (18) years of age, except for those applicants of the Armed Security Guard license. Those applicants must be at least twenty-one (21) years of age.

3. Have successfully completed training requirements for the license applied for, as prescribed by the Council.

4. Be of good moral character.

5. Not have a record of a felony conviction.

6. Not have a record of conviction for larceny, theft, false pretense, fraud, embezzlement, false personification of an officer, any offense involving moral turpitude, any offense involving a minor as a victim, any nonconsensual sex offense, any offense involving the possession, use, distribution, or sale of a controlled dangerous substance, any offense involving a firearm, or any other offense as prescribed by the Council.

IMPORTANT: If any conviction which disqualified an applicant occurred more than five (5) years prior to the application date and the Council is convinced the offense constituted an isolated incident and the applicant has been rehabilitated, the Council may waive the conviction disqualification as mentioned above and issue an Unarmed Security Guard License or a Private Investigator License, but shall not issue an Armed Security Guard License, to the applicant if the applicant is otherwise qualified unless said felony involved the use of a firearm or was violent in nature. **According to Title 21, Section 1283 of the Oklahoma Statutes, persons convicted of a felony are prohibited from carrying firearms.**

7. Complete an application on the forms provided by the Council on Law Enforcement Education and Training and submitted under oath in writing.

8. Be fingerprinted to enable the search of criminal indices for evidence of a prior criminal record.

REMEMBER: The Council may request the Oklahoma State Bureau of Investigation and other state and local law enforcement agencies shall furnish a copy of any existing criminal history data relating to an applicant, including investigation reports which are otherwise required by law to be deemed confidential. This action is to enable the Council to determine the qualifications and fitness of such applicant for a license.

OBJECTIVE 6

State conditions under which application information may be disclosed.

The Council on Law Enforcement Education and Training or its employees shall not disclose application information pertaining to persons licensed pursuant to the Oklahoma Security Guard and Private Investigator Act, except:

- To verify the current license status of any applicant or licensee to the public;
- To perform duties pursuant to the Act;
- To a bona fide law enforcement agency;
- To a licensing authority in another jurisdiction;
- As required by court order.

OBJECTIVE 7 **Define provisions for psychological evaluation for persons applying for the armed security guard license.**

In addition to the general qualifications for applicants, persons applying for the armed security guard license must also complete the long form of the Minnesota Multiphasic Personality Inventory (MMPI), or other instrument of psychological evaluation approved by the Council on Law Enforcement Education and Training. This instrument will be administered prior to or during the firearms training course, and your school will forward your results to a psychologist licensed by the State Board of Examiners of Psychologists for evaluation.

NOTE: The choice of a licensed psychologist is yours. You must also pay the cost of the psychological evaluation.

Testing — If your chosen licensed psychologist cannot certify your psychological capability to exercise appropriate judgment, restraint and self-control, after evaluating the data, then your psychologist must use whatever other psychological measuring instruments or techniques judged necessary to form a professional opinion.

NOTE: CLEET requires a complete and full written explanation concerning the use of any psychological measuring instruments or techniques.

Use of results — Your psychologist must forward your written psychological evaluation, on a form prescribed by CLEET, to the Council within fifteen (15) days of the evaluation, even if you are found to be psychologically at risk. The Council can use the results of your evaluation for up to six (6) months from the date of the evaluation, after which you must be reexamined.

No person found psychologically at risk in the exercise of appropriate judgment, restraint and self-control can reapply for certification until one (1) year from the date of being found psychologically at risk.

NOTE: Peace officers, active or retired, who have been certified by CLEET are exempt from these requirements for psychological evaluation.

OBJECTIVE 8 **State the fee(s) for each type of license.**

1. Private Investigator or Unarmed Security Guard

ORIGINAL	$60.00
RENEWAL	$25.00

2. Armed Security Guard

ORIGINAL	$85.00
RENEWAL	$50.00

3. Special Event

ORIGINAL	$7.00

4. Security Agency or Investigative Agency

ORIGINAL	$200.00
RENEWAL	$200.00

5. Duplicate Individual License Fee: $4.00

IMPORTANT: You must include the appropriate nonrefundable fee(s) with your original application or any license renewal.

OBJECTIVE 9

Match types of licenses with their length of validity.

Individual licenses — The three individual licenses (Security Guard, Armed Security Guard, and Private Investigator) are valid for a period of two (2) years and may be renewed for additional two-year terms.

Agency licenses — The Investigative Agency License and the Security Agency License are valid for a period of five (5) years and may be renewed for additional five-year terms.

Conditional License — A conditional license may be issued for any period of time not to exceed six (6) months and may not be renewed. The cost of a conditional license shall be prorated.

IMPORTANT: CLEET may issue a conditional license to a person employed by a security agency or investigative agency as a trainee for a security guard or private investigator position, if such person is otherwise qualified but has not completed the required training. A conditional license shall authorize the person to perform the same functions that a regular license shall authorize the person to perform, but subject to supervision of the employing security agency or investigative agency as may be prescribed by CLEET.

Special Event License — A special event license may be issued to an employee of a security agency who is hired on a temporary basis as an unarmed security guard for a particular event. An application for a special event license shall be made by the agency so employing the applicant. Said agency shall certify to the Council that the applicant meets the qualifications for security guard. Regularly licensed and conditionally licensed guards shall be exempt from this provision. No person shall be issued more than two (2) Special Event Licenses in any calendar year.

OBJECTIVE 10 **Identify requirements for personal and vehicle identification.**

Personal identification — Each licensed security guard, armed security guard, or private investigator shall carry an identification card issued by the Council on Law Enforcement Education and Training at all times while on duty. The words "police," "deputy," or "patrolman" shall not be displayed upon any security guard badge, uniform, or security vehicle. Instead, the badge or uniform shall display the words "Security," "Security Officer," or "Security Guard" in conjunction with the agencies' name.

IMPORTANT: Any identification card issued to a person meeting the requirements for an armed security guard shall be distinct and shall explicitly state that the person is authorized to carry a firearm in accordance with the Oklahoma Security Guard and Private Investigator Act. Upon the receipt of the license and identification card, an armed security guard is authorized to carry a firearm in the performance of duties subject to the provisions of the Act and the rules and regulations prescribed by the Council. Each discharge of a firearm in the performance of employment by any licensee authorized to carry a firearm must be immediately reported to the Council, unless the discharge was during a training session.

Vehicle identification — Vehicles used by security guards, armed security guards, or security agencies, shall display the words "Security," "Guard," or both if marked and may display the agencies' name in conspicuous letters.

NOTE: No vehicle, unless an authorized emergency vehicle or authorized by statute, may be equipped with a siren, a lamp with a red or blue lens facing the front of the vehicle, nor an overhead light or lights with red or blue lens.

TYPES OF LICENSES

1. Security Agency License
2. Investigative Agency License
3. Private Investigator License (unarmed)
4. Security Guard License (unarmed)
5. Armed Security Guard License
6. Conditional License
7. Temporary (out of state)
8. Special Event License (unarmed)

PERSONS NOT AFFECTED BY THE ACT

1. A person authorized or employed by the United States Government, any state government, or any agency, department, or political subdivision thereof while engaged in the performance of official duties.

2. A person or employee of a firm, corporation or other legal entity engaged exclusively in a profession licensed by any board, commission, department, or court of this state.

PERSONS NOT AFFECTED BY THE ACT

3. A bonafide, salaried, full-time employee of a firm, corporation or other legal entity not in the primary business of soliciting and providing private investigations, who conducts investigations that are exclusive to and incidental to the primary business of the said firm, corporation or entity, and when the costs of such investigations are not charged directly back to the particular client or customer who directly benefits from the investigation.

4. For individuals operating unarmed, any person employed as a private watchman or security guard by one employer only in connection with the affairs of such employer where there exists an employer-employee relationship.

PERSONS NOT AFFECTED BY THE ACT

5. A full-time certified peace officer of the United States, this state, or any political subdivision of either,

   a. while such peace officer is engaged in the performance of his official duties within the course and scope of his employment with the United States, this state, or any political subdivision of either.

   b. while such peace officer is engaged in the performance of his duties as a railroad police officer.

   c. who receives compensation for private employment on an individual or an individual independent contractual basis as a patrolman, guard, or watchman if such person is employed in an employer-employee relationship or is employed on an individual contractual basis.

PERSONS NOT AFFECTED BY THE ACT

6. Employees of armored car companies currently regulated by the Corporation Commission.

7. Any person whose term of employment as an Armed Security Guard was governed by a collective bargaining agreement on May 9, 1989.

8. Any person who was employed as a full time Armed Security Guard by a financial institution on May 9, 1989.

POWERS GRANTED TO CLEET BY THE ACT

1. To establish rules and regulations to carry out the purposes of the Oklahoma Security Guard and Private Investigator Act.

2. To establish and enforce standards governing the training of persons required to be licensed pursuant to the Act.

3. To establish the minimum curriculum requirements for training applicants of previously mentioned licenses.

POWERS GRANTED TO CLEET BY THE ACT

4. To grant a training requirement waiver, except firearms training which is required for an armed security guard license; provided, the applicant has completed not less than one (1) year of full-time employment as a security guard, armed security guard, private investigator, or law enforcement officer (within a three-year period) immediately preceding the date of application and the applicant provides sufficient documentation thereof as may be required by the Council.

5. To grant an applicant credit for fulfilling any prescribed course or courses of training, including firearms training, provided the applicant submits documentation of comparable training.

   NOTE: CLEET may grant or refuse any such credit at its discretion.

POWERS GRANTED TO CLEET BY THE ACT

6. To issue the licenses and identification cards provided for in the Oklahoma Security Guard and Private Investigator Act.

7. To investigate alleged violations of the Act or rules and regulations relating thereto and to deny, suspend, or revoke licenses and identification cards if necessary, or to issue notices of reprimand to licensees with or without probation under the rules and regulations prescribed by the Council.

8. To provide all forms for applications, identification cards, and licenses required by the Oklahoma Security Guard and Private Investigator Act.

QUALIFICATIONS OF LICENSE APPLICANTS

1. Be a citizen of the United States or an alien legally residing in the United States.

2. Be at least eighteen (18) years of age, except for those applicants of the Armed Security Guard license. Those applicants must be at least twenty-one (21) years of age.

3. Have successfully completed training requirements for the license applied for, as prescribed by the Council.

4. Be of good moral character.

5. Not have a record of a felony conviction.

QUALIFICATIONS OF LICENSE APPLICANTS

6. Not have a record of conviction for larceny, theft, false pretense, fraud, embezzlement, false personification of an officer, any offense involving moral turpitude, any offense involving a minor as a victim, any nonconsensual sex offense, any offense involving the possession, use, distribution, or sale of a controlled dangerous substance, any offense involving a firearm, or any other offense as prescribed by the Council.

IMPORTANT: If any conviction which disqualified an applicant occurred more than five (5) years prior to the application date and the Council is convinced the offense constituted an isolated incident and the applicant has been rehabilitated, the Council may waive the conviction disqualification as mentioned above and issue an Unarmed Security License or a Private Investigator License, but shall not issue an Armed Security Guard License, to the applicant if the applicant is otherwise qualified unless said felony involved the use of a firearm or was violent in nature. *According to Title 21, Section 1283 of the Oklahoma Statutes, persons convicted of a felony are prohibited from carrying firearms.*

QUALIFICATIONS OF LICENSE APPLICANTS

7. Complete an application on the forms provided by the Council on Law Enforcement Education and Training and submitted under oath in writing.

8. Be fingerprinted to enable the search of criminal indices for evidence of a prior criminal record.

VALIDITY OF LICENSES

Individual licenses	Valid for a period of two (2) years and may be renewed for additional two-year terms
Agency licenses	Valid for a period of five (5) years and may be renewed for additional five-year terms
Conditional License	May be issued for any period of time not to exceed six (6) months and may not be renewed
Special Event License	May be issued to an employee of a security agency who is hired on a temporary basis as an unarmed security guard for a particular event

PERSONAL IDENTIFICATION

NO

YES

NO

YES

NO

YES

VEHICLE IDENTIFICATION

NO

YES

NO

YES

NO

YES

ASSIGNMENT SHEET 1	INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT I

Name _____ Score _____

OBJECTIVE 11 **Review violations and punishments under the Act.**

INTRODUCTION In this Assignment Sheet, you will review the violations and punishments described in the Oklahoma Security Guard and Private Investigator Act.

DIRECTIONS

- Read through the "Violations and Punishments" described in the Act. (See the following pages.)
- Using the "Violations and Punishments" as a guide, answer the questions at the end of this Assignment Sheet.

VIOLATIONS AND PUNISHMENTS

A. Any person that is convicted of violating any provision of the Oklahoma Security Guard and Private Investigator Act or a rule or regulation adopted pursuant to the Act shall be guilty of a misdemeanor punishable by imprisonment for not more than sixty (60) days, or by a fine of not more than Two Thousand Dollars ($2,000.00), or by imprisonment and fine.

B. Any person who willfully makes a false statement, knowing the statement is false, in any application to the Council on Law Enforcement Education and Training, or who commits a fraud in connection with an application, will be guilty of a felony punishable by a prison term of not less than two (2) years nor more than five (5) years, by a fine of not more than Two Thousand Dollars ($2,000.00) or by both.

C. A Security Guard License, Armed Security Guard License, Private Investigator License, and any conditional license shall be subject to denial, suspension, or revocation by the Council on Law Enforcement Education and Training subject to the Administrative Procedures Act for, but not limited to, the following reasons by a preponderance of the evidence:

1. Any erroneous or false statements are made in a license application.

2. Failure to successfully complete any prescribed training course required by the Council.

3. Violation of a provision of the Oklahoma Security Guard and Private Investigator Act or regulation promulgated pursuant to the Act.

4. A conviction of larceny, theft, embezzlement, false pretense, fraud, an offense involving moral turpitude, any nonconsensual sex offense, any offense involving a minor as a victim, any offense involving the possession, use, distribution or sale of a controlled dangerous substance, any offense involving a firearm, or a felony.

5. Use of beverages containing alcohol while armed with a firearm.

6. Knowingly impersonating a law enforcement officer.

7. Effective on or after July 1, 1988, all persons and agencies newly licensed pursuant to Section 1750.1 et seq. of Title 59, or who renew an existing license, shall obtain and maintain liability coverage in accordance with the following minimum standards: (a) General liability insurance coverage for bodily injury, personal injury and property damage, with endorsements for personal injury including false arrest, libel, slander and invasion of privacy, and endorsements for damage to property in their care, custody or control; (b) A surety bond that allows persons to recover for actionable injuries, loss or damage as a result of the willful, or wrongful acts or omissions of the principal and protects this state, its agents officers and employees from judgments against the principal or insured licensee, and is further conditioned upon the faithful and honest conduct of the principal's business; (c) Liability coverages and bonds shall be in the minimum amounts of One Hundred Thousand Dollars ($100,000.00) for agencies, Ten Thousand Dollars ($10,000.00) for armed security guards and Five Thousand Dollars ($5,000.00) for security guards and self-employed private investigators who employ no other investigators.

D. A Security Agency License or Investigative Agency License shall be subject to denial, suspension, or revocation by the Council on Law Enforcement Education and Training subject to the Administrative Procedures Act for, but not limited to, the following reasons by a preponderance of the evidence:

1. A false statement in a license application.

2. Violation of any provision of the Oklahoma Security Guard and Private Investigator Act or a regulation adopted pursuant thereto.

3. Employing, authorizing, or permitting an unlicensed or unbonded person to perform a security guard, armed security guard or private investigator function.

4. Permitting a person to perform a security guard, armed security guard, or private investigator function, knowing such person has committed any offense previously stated.

E. No person licensed as a private investigator shall:

1. Divulge any information gained during employment except as the employer may direct or as the law may require.

2. Willfully make a false report to the employer or client.

The punishment for such acts, upon conviction, is a fine of not more than Five Hundred Dollars ($500.00), imprisonment for not more than One (1) year, or both.

QUESTIONS

1. What are the possible punishments for any person who willfully makes a false statement, knowing the statement is false, in any application to the Council?

   _____

   _____

   _____

2. If any person commits a fraud in connection with an application, is the person guilty of a felony or a misdemeanor? (List one of the two.)

   _____

3. Which licensee must have the greatest liability coverage?

   _____

4. What is the punishment if a private investigator divulges any information gained during employment (except as the employer may direct or as the law may require) or willfully makes a false report to an employer or client?

   _____

   _____

   _____

5. Identify the violation having the greater possible punishment. Write an X in the space beside the correct answer.

   _____ Willfully making a false statement, knowing the statement is false, in any application to the Council on Law Enforcement Education and Training

   _____ Violating any provision of the Oklahoma Security Guard and Private Investigator Act or a rule or regulation adopted pursuant to the Act

ASSIGNMENT SHEET 2

INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT *I*

Name _____ Score _____

OBJECTIVE 12

Review application requirements.

INTRODUCTION

Now that you have read some of the provisions of the Oklahoma Security Guard and Private Investigator Act, as described in this unit, you should have a general idea of the required qualifications for license applicants. This Assignment Sheet can help you to review the qualifications for applicants and to prepare for the written test.

DIRECTIONS

- Answer the following questions.

QUESTIONS

1. How old must you be before applying for an armed security guard license?

   _____

2. How old must you be before applying for an unarmed security guard or private investigator license?

   _____

3. Are you required to be fingerprinted when completing an application?

   _____

4. May the Council request a background check to determine whether or not you have a criminal history?

   _____

5. Must you be of good moral character to receive a license?

   _____

ASSIGNMENT ANSWERS	INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT I

ASSIGNMENT SHEET 1

1. A prison term of not less than two (2) years nor more than five (5) years, by a fine of not more than Two Thousand Dollars ($2,000.00) or by both
2. Felony
3. Agencies
4. A fine of not more than Five Hundred Dollars ($500.00), imprisonment for not more than One (1) year, or both
5. Willfully making a false statement, knowing the statement is false, in any application to the Council on Law Enforcement Education and Training

ASSIGNMENT SHEET 2

1. At least twenty-one (21) years of age
2. At least eighteen (18) years of age
3. Yes
4. Yes
5. Yes

WRITTEN TEST	INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT I

Name _____ Score _____

OBJECTIVE 1

Match terms with their correct definitions. Write the correct letter in each blank.

a. Investigative Agency
b. Security Guard (unarmed)
c. Private Investigator (unarmed)
d. Security Agency
e. Armed Security Guard

_____1. A security guard authorized to carry a firearm.

_____2. A self-employed Private Investigator, a firm, a corporation or other private legal entity in the business of soliciting the business of private investigation and/or providing private investigations and investigators.

_____3. A person, firm, corporation, or other private legal entity in the business of furnishing another person as a security guard or armed security guard for hire.

_____4. An individual contracting with or employed by a security agency, private business, or person to prevent trespass, theft, misappropriation, wrongful concealment of merchandise, goods, money, or other tangible items, or engaged as a bodyguard or as a private watchman to protect persons or property.

_____5. A person who is self-employed, or contracts with, or is employed by an investigative agency for the purpose of conducting a private investigation and reporting the results to the employer or client of the employer relating to potential or pending litigation, civil or criminal; divorce or other domestic investigations; missing persons or property; other lawful investigations.

OBJECTIVE 2

State types of licenses that are issued to qualified applicants. Write your answers below in any order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

OBJECTIVE 3

Select from a list the persons not affected by the Act. Write an X in the space beside each correct answer.

_____1. A person authorized or employed by the United States Government, any state government, or any agency, department, or political subdivision thereof while engaged in the performance of official duties.

_____2. A person or employee of a firm, corporation or other legal entity engaged exclusively in a profession licensed by any board, commission, department, or court of this state.

_____3. A person holding a Special Event License.

_____4. A bonafide, salaried, full-time employee of a firm, corporation or other legal entity not in the primary business of soliciting and providing private investigations, who conducts investigations that are exclusive to and incidental to the primary business of the said firm, corporation or entity, and when the costs of such investigations are not charged directly back to the particular client or customer who directly benefits from the investigation.

_____5. For individuals operating unarmed, any person employed as a private watchman or security guard by one employer only in connection with the affairs of such employer where there exists an employer-employee relationship.

_____6. A security guard authorized to carry a firearm.

_____7. A full-time certified peace officer of the United States, this state, or any political subdivision of either [meeting the criteria stated in the Act].

_____8. Employees of armored car companies currently regulated by the Corporation Commission.

_____9. Any person whose term of employment as an Armed Security Guard was governed by a collective bargaining agreement on May 9, 1989.

_____10. Any person who was employed as a full time Armed Security Guard by a financial institution on May 9, 1989.

OBJECTIVE 4

Identify the powers granted to the Council on Law Enforcement Education and Training by the Act. Write an X in the space beside each correct answer.

_____1. To establish rules and regulations to carry out the purposes of the Oklahoma Security Guard and Private Investigator Act.

_____2. To establish and enforce standards governing the training of persons required to be licensed pursuant to the Act.

_____3. To establish standards governing the training of persons required to be licensed pursuant to the Act, but not to enforce those standards.

_____4. To establish the minimum curriculum requirements for training applicants of previously mentioned licenses.

_____5. To grant a training requirement waiver, except firearms training which is required for an armed security guard license; provided, the applicant has completed not less than one (1) year of full-time employment as a security guard, armed security guard, private investigator, or law enforcement officer (within a three-year period) immediately preceding the date of application and the applicant provides sufficient documentation thereof as may be required by the Council.

_____6. To grant an applicant credit for fulfilling any prescribed course or courses of training, including firearms training, provided the applicant submits documentation of comparable training.

_____7. To offer comparable training for any prescribed course or courses of training.

_____8. To issue the licenses and identification cards provided for in the Oklahoma Security Guard and Private Investigator Act.

_____9. To investigate alleged violations of the Act or rules and regulations relating thereto and to deny, suspend, or revoke licenses and identification cards if necessary, or to issue notices of reprimand to licensees with or without probation under the rules and regulations prescribed by the Council.

_____10. To provide all forms for applications, identification cards, and licenses required by the Oklahoma Security Guard and Private Investigator Act.

OBJECTIVE 5

Select from a list the qualifications that license applicants must meet. Write an X in the space beside each correct answer.

_____1. Be a citizen of the United States or an alien legally residing in the United States.

_____2. Have a background of police or military duty.

_____3. Be at least eighteen (18) years of age, except for those applicants of the Armed Security Guard license. Those applicants must be at least twenty-one (21) years of age.

_____4. Be at least eighteen (18) years of age, except for those applicants of the Armed Security Guard license. Those applicants must be at least nineteen (19) years of age.

_____5. Have successfully completed training requirements for the license applied for, as prescribed by the Council.

_____6. Be of good moral character.

_____7. Not have a record of a felony conviction.

_____8. Not have a record of conviction for larceny, theft, false pretense, fraud, embezzlement, false personification of an officer, any offense involving moral turpitude, any offense involving a minor as a victim, any nonconsensual sex offense, any offense involving the possession, use, distribution, or sale of a controlled dangerous substance, any offense involving a firearm, or any other offense as prescribed by the Council.

_____9. Complete an application on the forms provided by the Council on Law Enforcement Education and Training and submitted under oath in writing.

_____10. Be fingerprinted to enable the search of criminal indices for evidence of a prior criminal record.

OBJECTIVE 6

State conditions under which application information may be disclosed. List the five (5) conditions.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

OBJECTIVE 7

Define provisions for psychological evaluation for persons applying for the armed security guard license. Answer the questions that follow.

1. When will the MMPI be administered?

_____

2. Your chosen licensed psychologist must use whatever other psychological measuring instruments or techniques judged necessary to form a professional opinion, after evaluating the data, if the psychologist cannot certify your psychological capability to exercise appropriate what? (3 words)

_____

3. Within how many days of the evaluation must your psychologist forward your written psychological evaluation, on a form prescribed by CLEET, even if you are found to be psychologically at risk?

_____

4. For how long from the date of the evaluation can the Council use the results of your evaluation, before you must be reexamined?

_____

5. If you are found psychologically at risk in the exercise of appropriate judgment, restraint and self-control, when can you reapply for certification?

_____

OBJECTIVE 8

State the fee(s) for each type of license. Write your answers in the spaces below each type of license.

1. Private Investigator or Unarmed Security Guard

   ORIGINAL _____
   RENEWAL _____

2. Armed Security Guard

   ORIGINAL _____
   RENEWAL _____

3. Special Event

ORIGINAL _____

4. Security Agency or Investigative Agency

ORIGINAL _____
RENEWAL _____

5. Duplicate Individual License Fee

_____

OBJECTIVE 9

Match types of licenses with their length of validity. Write the correct letter in each blank.

a. Valid for a period of two (2) years and may be renewed for additional two-year terms

b. Valid for a period of five (5) years and may be renewed for additional five-year terms

c. May be issued for any period of time not to exceed six (6) months and may not be renewed

d. May be issued to an employee of a security agency who is hired on a temporary basis as an unarmed security guard for a particular event

_____1. Agency licenses

_____2. Special Event License

_____3. Individual licenses

_____4. Conditional License

OBJECTIVE 10

Identify requirements for personal and vehicle identification. Write an X in the space beside each word or words allowed or required as personal and vehicle identification.

_____1. Identification card issued by the Council on Law Enforcement Education and Training

_____2. "Security"

_____3. "Police"

_____4. "Security Officer"

_____5. "Guard"

_____6. "Deputy"

_____7. "Patrolman"

_____8. "Security Guard"

NOTICE The Assignment Sheets in this unit are not part of the written test. If you have not completed the Assignment Sheets, check with your instructor.

WRITTEN TEST ANSWERS	INTERPRETING THE OKLAHOMA SECURITY GUARD AND PRIVATE INVESTIGATOR ACT — I
OBJECTIVE 1	1. e 2. a 3. d 4. b 5. c
OBJECTIVE 2	1. Security Agency License 2. Investigative Agency License 3. Private Investigator License (unarmed) 4. Security Guard License (unarmed) 5. Armed Security Guard License 6. Conditional License 7. Temporary (out of state) 8. Special Event License (unarmed)
OBJECTIVE 3	1, 2, 4, 5, 7, 8, 9, 10
OBJECTIVE 4	1, 2, 4, 5, 6, 8, 9, 10
OBJECTIVE 5	1, 3, 5, 6, 7, 8, 9, 10
OBJECTIVE 6	1. To verify the current license status of any applicant or licensee to the public 2. To perform duties pursuant to the Act 3. To a bona fide law enforcement agency 4. To a licensing authority in another jurisdiction 5. As required by court order

OBJECTIVE 7

1. Prior to or during the firearms training course
2. Judgment, restraint, self-control
3. Within fifteen (15) days
4. Up to six (6) months
5. One (1) year from the date of being found psychologically at risk

OBJECTIVE 8

1. ORIGINAL $60.00
   RENEWAL $25.00
2. ORIGINAL $85.00
   RENEWAL $50.00
3. ORIGINAL $7.00
4. ORIGINAL $200.00
   RENEWAL $200.00
5. $4.00

OBJECTIVE 9

1. b
2. d
3. a
4. c

OBJECTIVE 10

1, 2, 4, 5, 8

NOTICE

The Assignment Sheets in this unit are not part of the written test.

OBJECTIVE SHEET	FIRST AID AND CPR	II

This Phase 1 training program does not include a unit of instruction covering first aid and CPR. Students must complete the 8-hour Red Cross Standard First Aid Course (including CPR) as a part of this Phase 1 training.

OBJECTIVE SHEET

OPERATING A FIRE EXTINGUISHER AND FIRE FIGHTING EQUIPMENT III

INTRODUCTION

As a security guard or private investigator, you may have to respond to a fire situation. If possible, you should try to extinguish or control the fire until the fire department arrives. This unit will explain the different classes of fires and the types of fire fighting equipment that you might find at your job site.

UNIT OBJECTIVE

After completing this unit, you will have a basic knowledge of fire extinguishers and fire fighting equipment, including the correct way to use a fire extinguisher. This ability will be evidenced by completing assignment sheets and by scoring at least an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Match terms with their correct definitions.
2. Match the basic classes of fires with examples of each class.
3. Match the four methods of extinguishing a fire with their correct definitions.
4. Identify the elements of the "fire triangle."
5. Match the types of fire extinguishers to the type(s) of fires on which each is used.
6. Match the types of standpipe systems with their correct descriptions.
7. List in order the basic steps for using a fire extinguisher.
8. State two common ways of reporting a fire.
9. Identify classes of fires. (Assignment Sheet #1.)
10. Complete the fire triangle. (Assignment Sheet #2.)

PREPARATION

1. Supplement this unit with additional resources.

   Publications

   - *Safety On The Job* (Instructor's Edition)

   Available from Oklahoma State Department of Vocational and Technical Education, Resale Division, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364.

   Media

   - *Fire Safety: Extinguishers.*

   Available as a 16mm film or on VHS from AIMS Media, 6901 Woodley Avenue, Van Nuys, California 91406-4878, or call toll-free at 1-800-367-2467. Also available on a free loan basis from the State Department of Vocational and Technical Education, Resource Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364, ATTN: Instructional Media Specialist.

   - *Safety On The Job Series: Fire Extinguishers.*

   Available on VHS from AIMS Media, 6901 Woodley Avenue, Van Nuys, California 91406-4878, or call toll-free at 1-800-367-2467. Also available on a free loan basis from the State Department of Vocational and Technical Education, Resource Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364, ATTN: Instructional Media Specialist.

   - Full-color transparencies from the unit "Fire Behavior" in the manual *Essentials of Fire Fighting* from the International Fire Service Training Association (IFSTA).

   Available from Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74078, or call toll-free at 1-800-654-4055.

2. Review the unit and plan your presentation.

   a. Estimate the amount of material that can be covered in each class session.

   b. Plan for appropriate Assignment Sheets.

c. Identify objectives that you can supplement with other resources.

d. Invite guest speakers in advance.

3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.

DELIVERY

Objective 1

- Give examples that meet the definition of each term.

Objective 2

- Add more examples for each class of fire. Describe possible fire emergencies and ask students to identify the class of fire involved.
- Introduce Assignment Sheet #1.

Objective 3

- Relate each method to the "fire triangle" — each method of extinguishing a fire demonstrates the relationship that exists among the elements of the triangle.
- Introduce Assignment Sheet #2.

Objective 4

- Explain each of the elements of the triangle and the relationship that exists among the elements. Relate the triangle to the methods of extinguishing a fire.
- Show TM 1.

Objective 5

- Obtain uncharged samples of each type of extinguisher, if possible, and allow students to handle each type.
- Explain that using a fire extinguisher is not the safest response to a fire emergency if the extinguisher is not appropriate for the class of fire involved.
- Discuss possible situations where it may be better to evacuate the premises and call fire fighting professionals instead of trying to fight the fire.
- Show TM 2 and TM 3.

Objective 6

- Before class, photograph the standpipe systems at your facility and use the photographs to illustrate a standpipe system; or take students on a tour of your facility and point out the standpipe systems.

Objective 7

- Ask students what could happen if they know how to operate an extinguisher but do not know how to choose the correct extinguisher for the class of fire involved.

- Plan an outdoor demonstration under the supervision of fire department personnel, for practice in using charged fire extinguishers. Plan the demonstration to fit the schedule of fire department personnel. Review the basic steps for using a fire extinguisher, then allow students to extinguish a controlled fire using the appropriate extinguisher provided.

Objective 8

- Have students demonstrate reporting a fire emergency by telephone. Create a scenario, then ask the group to evaluate the demonstrations (including):

  - Did they stay calm?
  - Did they give the exact address?
  - Did they give the exact fire location?
  - Did they report the class of fire involved?
  - Did they provide any other helpful information?

APPLICATION

Objectives 9-10

- Complete each Assignment Sheet as an in-class or take-home activity after discussing the related unit objectives.

- Review the related unit objectives before completing each Assignment Sheet, if needed.

- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.

- Evaluate students on Assignment Sheet activities.

  IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit and after completing the Assignment Sheets, but not earlier than the next class session.
- Remind students throughout your presentation that the questions and required performance on the Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are not multiple-choice.
- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Methods of extinguishing a fire, and the fire triangle, used with permission of the Board of Regents, Oklahoma State University, Stillwater, Oklahoma, from *Essentials of Fire Fighting* (2nd edition), Gene P. Carlson and William S. Vandervort, eds., 1983.
- Types of standpipe systems used with permission of the Board of Regents, Oklahoma State University, Stillwater, Oklahoma, from *Fire Protection and Detection* by Jerry W. Laughlin, 1983.
- Definition of standpipe systems reprinted with permission from the *Fire Protection Handbook* (16th edition), copyright 1986, National Fire Protection Association, Quincy, MA 02269.
- Steps for operating a fire extinguisher adapted and used with permission of the Board of Regents, Oklahoma State University, Stillwater, Oklahoma, from *Forcible Entry — Rope and Portable Extinguisher Practices*, John D. Peige, ed., Jerry W. Laughlin and Connie E. Williams, asst. eds., 1978.

INFORMATION SHEET	OPERATING A FIRE EXTINGUISHER AND FIRE FIGHTING EQUIPMENT III

OBJECTIVE 1 **Match terms with their correct definitions.**

Combustible — Able to burst into flames.

Fire triangle — A pictorial explanation of the basic elements needed for a fire.

Flammable — Able to be easily ignited and burn very quickly.

Ignite — To cause something to burn; to catch fire.

Smolder — To burn very slowly without a flame.

Standpipe system — Allows water to be applied manually in a building in case of fire and designed to provide a quick and convenient way to get an effective fire stream (water) on the upper stories of high buildings or large low buildings.

OBJECTIVE 2 **Match the basic classes of fires with examples of each class.**

CLASS A — Ordinary combustibles such as wood, paper, cloth.

CLASS B — Flammable liquids, such as grease, gasoline, paints, and oils.

CLASS C — Electrical equipment such as motors, switches, and computers.

CLASS D — Combustible metals such as iron and magnesium.

OBJECTIVE 3 **Match the four methods of extinguishing a fire with their correct definitions.**

Reducing the temperature — Cooling the fuel to the point where it does not produce enough vapors to burn or keep a flammable vapor, often by absorbing the heat with a cooling agent such as water.

Removing the fuel — Removing the gases, liquids or solids that are "feeding" the fire.

Reducing the oxygen — Reducing the amount of oxygen in the fire area, separating the oxygen from the fuel (such as by "smothering" or "blanketing"), or another method.

IMPORTANT: This method does not work on self-oxidizing materials (materials that produce oxygen) or on certain metals

that will produce oxygen with carbon dioxide or nitrogen — two common extinguishing agents.

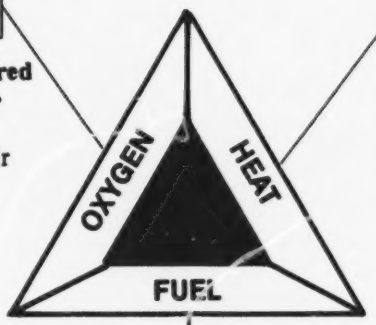
Breaking the chain reaction — Breaking up the reactions that happen during the burning process by using extinguishing agents that interrupt the flame-producing chemical reaction, putting the fire out.

OBJECTIVE 4 | **Identify the elements of the "fire triangle."**

NOTE: In order to extinguish or prevent a fire, you must remove at least ONE ELEMENT of the fire triangle.

OXYGEN SOURCE

Approximately 16% Required
Normal air contains 21% O_2.
Some fuel materials contain sufficient oxygen within their make-up to support burning.



HEAT SOURCES

To Reach Ignition Temperature
Open Flame — The Sun
Hot Surfaces
Sparks and Arcs
Friction — Chemical Action
Electrical Energy
Compression of Gases

PHYSICAL STATE

GASES

Natural Gas
Propane
Butane
Hydrogen
Acetylene
Carbon Monoxide
Others

LIQUIDS

Gasoline
Kerosene
Turpentine
Alcohol
Cod Liver Oil
Paint
Varnish
Lacquer
Olive Oil
Others

SOLIDS

Bulky / Finely Divided / Dust

Coal	Plastic
Wood	Sugar
Paper	Grain
Cloth	Hay
Wax	Cork
Grease	Others
Leather	

OBJECTIVE 5 **Match the types of fire extinguishers to the type(s) of fires on which each is used.**

Carbon Dioxide (Carbon dioxide gas under pressure) — Used to extinguish Class B and C fires.

Pump Tank (Plain water) — Used to extinguish Class A fires.

Multi-purpose Dry Chemical — Used to extinguish Class A, B, and C fires.

Ordinary Dry Chemical — Used to extinguish Class B and C fires.

Halon — Used to extinguish Class B and C fires.

NOTE: Halon does not harm computer equipment.

Dry Powder — Used only on Class D fires.

OBJECTIVE 6 **Match the types of standpipe systems with their correct descriptions.**

IMPORTANT: The number of standpipes and the arrangement or distribution of equipment for proper fire protection are governed by local conditions such as occupancy, type and construction of building, exterior exposures, and accessibility.

Class I — For use by fire departments and those trained in handling heavy fire streams (2½ inch hose).

Class II - For use mainly by the occupants of a building until the fire department arrives and having a 1½ inch hose.

Class III — For use by fire department personnel and those trained in handling heavy streams, or by occupants.

NOTE: This standpipe system uses both 2½ inch and 1½ inch hose connections.

OBJECTIVE 7 **List in order the basic steps for using a fire extinguisher.**

IMPORTANT: Always follow the operating instructions found on the label of each extinguisher at your job site. The basic steps for using an extinguisher are similar but are not the same. You should become familiar with the proper use of each type of extinguisher that you may have to use in an emergency.

1. P — PULL the pin at the top of the extinguisher that keeps the handle from being pressed. Break the plastic or thin wire inspection band.

   NOTE: Carry and operate the extinguisher in its upright position. Only obsolete soda-acid, foam, and cartridge-operated water extinguishers are designed to be turned upside down.

2. P — POINT the nozzle or outlet toward the fire.

   NOTE: Some hose assemblies are clipped to the body of the extinguisher. Release the hose assembly, then point.

3. P — PRESS the handle above the carrying handle to discharge the contents inside.

   NOTE: You can release the handle to stop the discharge at any time.

4. S — SWEEP the nozzle back and forth at the base of the flames to speed the extinguishing agent.

   IMPORTANT: After the fire is out, look for smoldering hot spots or reflash of flammable liquids. Be sure the fire is out!

OBJECTIVE 8

State two common ways of reporting a fire.

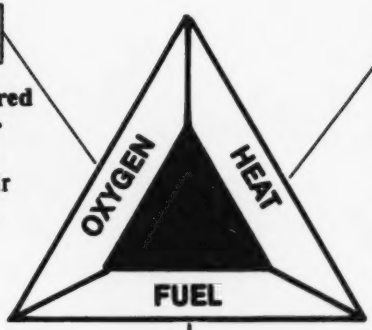
- By telephone

  NOTE: If reporting a fire by phone, stay calm and give the exact address and fire location, the type of fire (wood, electric, liquid, metal, etc.) and any other helpful information.

- By using a pullbox alarm switch

  NOTE: It is *against the law* to make a false fire report!

The Fire Triangle



OXYGEN SOURCE

Approximately 16% Required
Normal air contains 21% O_2.
Some fuel materials contain sufficient oxygen within their make-up to support burning.

HEAT SOURCES

To Reach Ignition Temperature
Open Flame — The Sun
Hot Surfaces
Sparks and Arcs
Friction — Chemical Action
Electrical Energy
Compression of Gases

PHYSICAL STATE

GASES

Natural Gas
Propane
Butane
Hydrogen
Acetylene
Carbon Monoxide
Others

LIQUIDS

Gasoline
Kerosene
Turpentine
Alcohol
Cod Liver Oil
Paint
Varnish
Lacquer
Olive Oil
Others

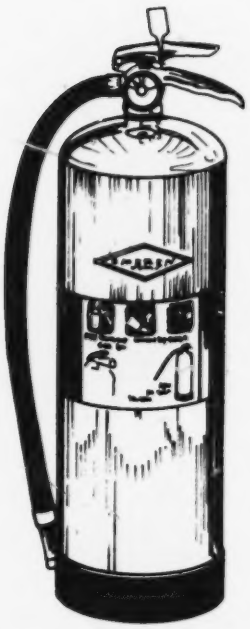
SOLIDS

Bulky / Finely Divided / Dust

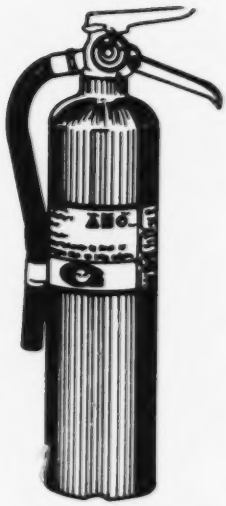
Coal	Plastic
Wood	Sugar
Paper	Grain
Cloth	Hay
Wax	Cork
Grease	Others
Leather	

Types of Fire Extinguishers

Carbon Dioxide



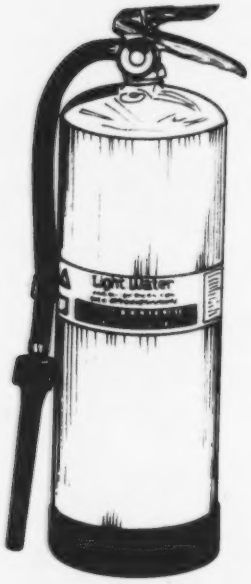
Pressurized Water



Dry Chemical

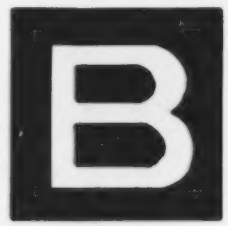
Types of Fire Extinguishers

Halon



Foam

Standard Letter Symbols for Fire Extinguishers

GREEN	RED	BLUE	YELLOW
			
ORDINARY COMBUSTIBLES	FLAMMABLE LIQUIDS	ELECTRICAL EQUIPMENT	COMBUSTIBLE METALS

Distinctive letters, shapes, and colors mark extinguishers according to the classes of fires on which they should be used.

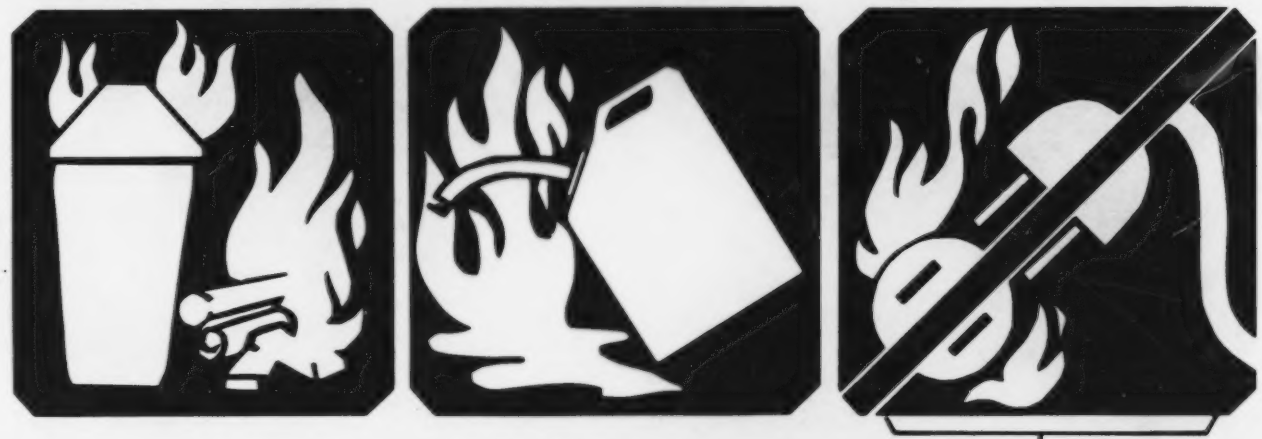
Symbols for Fire Extinguishers

TRANSPARENCY MASTER 3 - PS: PHASE 1
III - 19

TM 3

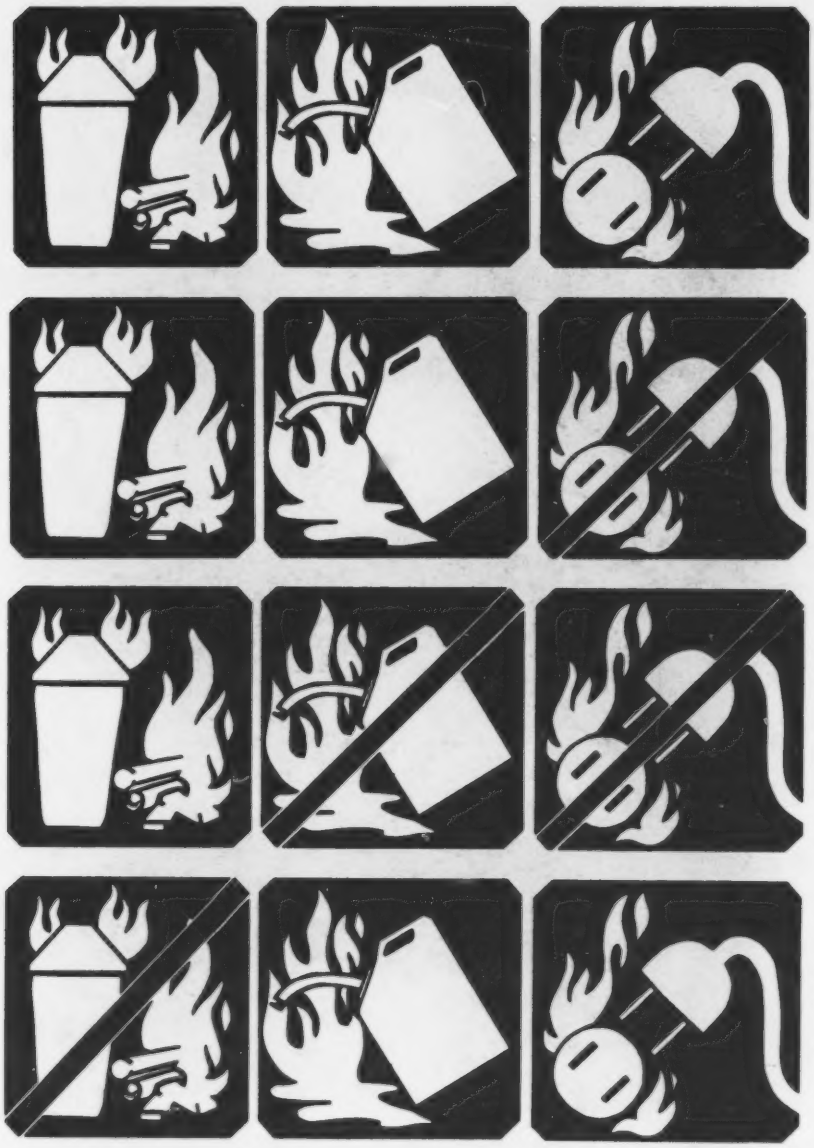
New Pictorial Symbols Used to Label Fire Extinguishers

Symbols with blue backgrounds indicate fire extinguisher can be used for class of fire portrayed.



Symbols with red line across a black background indicate fire extinguisher *cannot* be used for class of fire portrayed.

Symbols for Fire Extinguishers



ASSIGNMENT SHEET 1	OPERATING A FIRE EXTINGUISHER AND FIRE FIGHTING EQUIPMENT III

Name _____ Score _____

OBJECTIVE 9 **Identify classes of fires.**

INTRODUCTION

You might someday be faced with a fire emergency while on the job. Fire extinguishers are not always the best way to put out a fire. In some situations, it is better not to try to fight the fire, but to evacuate and call fire fighting professionals. However, it if seems possible to try to control the fire until fire fighting personnel arrive, it is important that you make a quick and correct decision about the type of fire involved and the correct extinguisher to use.

DIRECTIONS

- Read each situation below.
- Write the letter of the correct class of fire involved: A, B, C, or D.

_____ 1. Fire in the filing cabinet for old invoices

_____ 2. Smoke coming from the motor of an exhaust fan

_____ 3. Metal studs burning near a reinforcement weld

_____ 4. Fire in the carburetor of a gasoline-powered service vehicle

_____ 5. Smoke coming from a barrel filled with oily rags

_____ 6. Smoldering insulation around a shorted electrical outlet

_____ 7. A can of paint thinner spills and the thinner bursts into flames when someone drops a lighted cigarette onto it

_____ 8. A coffee pot hot plate is left unattended and ignites paper on a bulletin board

_____ 9. A can of paint thinner explodes into flame and ignites a panel of exposed electrical circuits

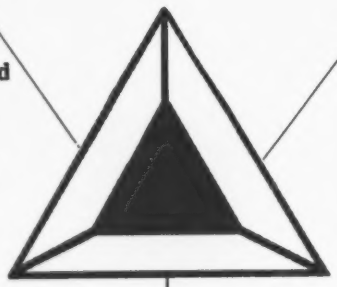
ASSIGNMENT SHEET 2	OPERATING A FIRE EXTINGUISHER AND FIRE FIGHTING EQUIPMENT III

Name _____ Score _____

OBJECTIVE 10 **Complete the fire triangle.**

DIRECTIONS

- Complete the fire triangle below by writing the correct element in each box.



Approximately 16% Required
Normal air contains 21% O_2.
Some fuel materials contain sufficient oxygen within their make-up to support burning.

To Reach Ignition Temperature
Open Flame — The Sun
Hot Surfaces
Sparks and Arcs
Friction — Chemical Action
Electrical Energy
Compression of Gases

PHYSICAL STATE

Natural Gas
Propane
Butane
Hydrogen
Acetylene
Carbon Monoxide
Others

Gasoline
Kerosene
Turpentine
Alcohol
Cod Liver Oil
Paint
Varnish
Lacquer
Olive Oil
Others

Bulky / Finely Divided / Dust

Coal	Plastic
Wood	Sugar
Paper	Grain
Cloth	Hay
Wax	Cork
Grease	Others
Leather	

ASSIGNMENT SHEET 1

1. A
2. C
3. D
4. B
5. B
6. C
7. B
8. A
9. B and C

ASSIGNMENT SHEET 2

On the oxygen side of the triangle, box should read "oxygen source."

On the heat side of the triangle, box should read "heat sources."

On the fuel side of the triangle, boxes should read "gases," "liquids," and "solids".

OPERATING A FIRE EXTINGUISHER AND FIRE FIGHTING EQUIPMENT III

Name _____ Score _____

OBJECTIVE 1

Match terms with their correct definitions. Write the correct letter in the blanks.

a. Flammable
b. Smolder
c. Standpipe system
d. Combustible
e. Ignite
f. Fire triangle

_____1. Able to be easily ignited and burn very quickly.

_____2. Able to burst into flames.

_____3. To burn very slowly without a flame.

_____4. A pictorial explanation of the basic elements needed for a fire.

_____5. Allows water to be applied manually in a building in case of fire and designed to provide a quick and convenient way to get an effective fire stream (water) on the upper stories of high buildings or large low buildings.

_____6. To cause something to burn; to catch fire.

OBJECTIVE 2

Match the basic classes of fires with examples of each class. Write the correct letter in the blanks.

a. Class A
b. Class B
c. Class C
d. Class D

_____1. Electrical equipment such as motors, switches and computers

_____2. Ordinary combustibles such as wood, paper, cloth

_____3. Flammable liquids, such as grease, gasoline, paints, and oils

_____4. Combustible metals such as iron and magnesium

OBJECTIVE 3

Match the four methods of extinguishing a fire with their correct definitions. Write the correct letter in the blanks.

a. Reducing the temperature
b. Removing the oxygen
c. Breaking the chain reaction
d. Removing the fuel

_____1. Cooling the fuel to the point where it does not produce enough vapors to burn or keep a flammable vapor, often by absorbing the heat with a cooling agent such as water.

_____2. Removing the gases, liquids or solids that are "feeding" the fire.

_____3. Reducing the amount of oxygen in the fire area, separating the oxygen from the fuel (such as by "smothering" or "blanketing"), or another method.

_____4. Breaking up the reactions that happen during the burning process by using extinguishing agents that interrupt the flame-producing chemical reaction, putting the fire out.

OBJECTIVE 4

Identify the elements of the "fire triangle." Identify the three sides of the triangle.

1. _____

2. _____

3. _____

OBJECTIVE 5

Match the types of fire extinguishers to the type(s) of fires on which each is used. Write the correct letter in the blanks.

a. Used to extinguish Class A fires
b. Used only on Class D fires
c. Used to extinguish Class A, B and C fires
d. Used to extinguish Class B and C fires

_____1. Pump tank (plain water)

_____2. Halon

_____3. Multi-purpose dry chemical

_____4. Carbon dioxide (carbon dioxide gas under pressure)

_____5. Dry powder

_____6. Ordinary dry chemical

OBJECTIVE 6

Match the types of standpipe systems with their correct descriptions. Write the correct letter in the blanks.

a. Class I
b. Class II
c. Class III

_____1. For use mainly by the occupants of a building until the fire department arrives and having a 1½ inch hose.

_____2. For use by fire departments and those trained in handling heavy fire streams (2½ inch hose).

_____3. For use by fire department personnel, those trained in handling heavy fire streams, or by occupants.

OBJECTIVE 7

List in order the basic steps for using a fire extinguisher.

1. P — _____

_____

_____

2. P — _____

_____

3. P — _____

_____

4. S — _____

_____

OBJECTIVE 8 **State two common ways of reporting a fire.**

1. _____

2. _____

NOTICE The Assignment Sheets in this unit are not part of the written test. If you have not completed these Assignment Sheets, check with your instructor.

OBJECTIVE 1

1. a
2. d
3. b
4. f
5. c
6. e

OBJECTIVE 2

1. c
2. a
3. b
4. d

OBJECTIVE 3

1. a
2. d
3. b
4. c

OBJECTIVE 4

1. Oxygen
2. Heat
3. Fuel

OBJECTIVE 5

1. a
2. d
3. c
4. d
5. b
6. d

OBJECTIVE 6

1. b
2. a
3. c

OBJECTIVE 7

1. P — PULL the pin at the top of the extinguisher that keeps the handle from being pressed. Break the plastic or thin wire inspection band.
2. P — POINT the nozzle or outlet toward the fire.
3. P — PRESS the handle above the carrying handle to discharge the contents inside.
4. S — SWEEP the nozzle back and forth at the base of the flames to spread the extinguishing agent.

OBJECTIVE 8

1. By telephone
2. By using a pullbox alarm switch

NOTICE

The Assignment Sheets in this unit are not part of the written test.

OBJECTIVE SHEET

WRITING FIELD NOTES

IV

INTRODUCTION

As a security guard or a private investigator, you must write accurate field notes on the job. Your field notes must contain information that will help you to write a report that covers events happening while you are on the job.

UNIT OBJECTIVE

After completing this unit, you will be able to describe persons and vehicles, and write field notes. This ability will be evidenced by completing assignment sheets and by scoring an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. State reasons for writing field notes.
2. List necessary equipment for writing field notes.
3. Select from a list some guidelines for writing field notes.
4. Match criteria for good field notes with the explanation of each.
5. Arrange in order from first to last the points in the standard description of a person.
6. Arrange in order from first to last the points in the standard description of a vehicle.
7. Write the correct word representing each letter of the phonetic alphabet.
8. Describe a person. (Assignment Sheet #1)
9. Apply the phonetic alphabet. (Assignment Sheet #2)
10. Demonstrate observation skills. (Assignment Sheet #3)
11. Prepare a set of field notes. (Assignment Sheet #4)

PREPARATION

1. Supplement this unit with additional resources.
2. Review the unit and plan your presentation.
   a. Estimate the amount of material that can be covered in each class session.
   b. Plan for appropriate Assignment Sheets.
   c. Identify objectives that you can supplement with other resources.
   d. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
4. Make students aware of the licensing examination to be administered by CLEET. Refer to the *Oklahoma Private Security Rules and Regulations*.

DELIVERY

Objective 1

- Discuss and show examples of field notes, including the different types of field notes that students might use. Explain that some employers use pre-printed forms and "log books" for field notes, while other employers have no standard forms. Students must adapt their skills in writing field notes to the employer's needs. Refer to Supplement 1.
- Show TM 1. Explain the many possible uses for field notes.
- Describe "typical" on-the-job situations or events that should be recorded in field notes (including routine duties and non-routine situations such as accidents, theft, etc.).
- Test the observation skills of your students by arranging to have someone enter and leave the classroom. The person could stay for part of the class, all of the class, or create an "incident" such as interrupting the class for some reason. After the "incident," ask your students to describe the person and the incident by completing Assignment Sheet #3. (You might want to time the incident to happen after you have

discussed the standard description of a person in Objective 5.) Discuss the importance of observation skills in the private security profession.

Objective 2

- Show examples of pre-printed forms (if possible), or design a basic form for field notes as a transparency or handout.
- Show examples of necessary equipment for writing field notes. Discuss the importance of each piece of equipment.
- Describe situations requiring other items, such as flashlights, extra notebooks, etc.

Objective 3

- Ask students why each guideline is important. Suggest other guidelines.
- Create a good example and a poor example of field notes and ask students to critique the examples.

Objective 4

- Show TM 2. Discuss the importance of each of the criteria.
- Ask students how they can satisfy each of the criteria when writing field notes.

Objective 5

- Show TM 3.
- Ask students to describe you, following the points and order in the standard description of a person. Collect the descriptions, and critique selected descriptions with the class. (Do not identify the name of the student who wrote the description.)
- Include a role-playing exercise. Dim the lights, stand further away, or change the situation in a similar way, then ask students to describe you (or another student). Evaluate each role-play as a group.
- Introduce Assignment Sheet #1.

Objective 6

- Show TM 4.
- Ask students to describe their cars following the standard description of vehicles.

Objective 7

- Show TM 5.
- Describe possible situations when students might have to use the phonetic alphabet, such as when communicating by phone or radio, or when spelling a name.
- Create a scenario that requires students to describe a person and a vehicle. Have your students gather in the parking lot (if possible) and observe someone (such as you, another student, or someone else that you have contacted in advance) acting suspiciously and getting into a car. Have students demonstrate calling in the description of the person, the vehicle, and other details.
- Introduce Assignment Sheet #2.
- Introduce Assignment Sheet #4.

APPLICATION

Objectives 8-11

- Complete each Assignment Sheet as an in-class or take-home activity after discussing the related unit objectives.
- Review the related unit objectives before completing each Assignment Sheet, if needed.
- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.
- Evaluate students on Assignment Sheet activities.

IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on Assignment Sheets in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit and after completing the Assignment Sheets, but not earlier than the next class session.

- Remind students throughout your presentation that the questions and required performance on the Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are not multiple-choice.

- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Objectives in this unit adapted with permission of the Texas Board of Private Investigators and Private Security Agencies, from *Commissioned Security Officer Training Manual,* 1984.

INFORMATION SHEET	WRITING FIELD NOTES	IV

OBJECTIVE 1 — **State reasons for writing field notes.**

1. **Serves as a Permanent Record of Events** — You may observe many situations while working that need special acknowledgement or action taken. By writing field notes about these situations, you will be able to provide the information needed for action to be taken.

2. **Provides Basis for Written Reports** — Your field notes will provide you with information that will allow you to remember a situation or event. With this information you will be able to write a more accurate report.

3. **Serves as an Investigative Aid** — Field notes are often used as background information for investigative agencies and persons responsible for taking corrective measures.

4. **Supports Your Statement During Court Appearances** — You may be asked to appear in court as a witness. Sometimes, these appearances may occur weeks, months, or even years after an incident. Therefore, you must have complete field notes about the incident.

OBJECTIVE 2 — **List necessary equipment for writing field notes.**

1. NOTEBOOK — The notebook should be pocket-sized so that it can be easily carried at all times. You may wish to carry a spare notebook in case the one you are using becomes full.

2. PENCILS and PENS — You should carry two pens and at least one sharpened lead pencil.

   NOTE: A lead pencil can be used to write notes in wet weather, since lead will not run or blur as ink.

3. PREPRINTED FORMS — You may need to carry preprinted forms that your company requires you to complete. Private investigators might not be required to complete preprinted forms (but will need to interpret them).

4. OTHER ITEMS — A tape measure, graph paper (for making sketches), chalk, a compass or map (for determining exact locations), a watch for recording exact times, and a flashlight for writing in dark areas or at night outdoors.

   NOTE: Your job assignment and responsibilities will help you evaluate the need for other items.

OBJECTIVE 3

Select from a list some guidelines for writing field notes.

1. WRITE your proper identification in your notebook.

   NOTE: Proper identification may include either your name and address, or a code number or name. The identification will be determined by you or your employer.

2. KEEP a supply of notebook paper or a spare notebook.

3. WRITE legibly.

   HINT: Your field notes will be more easily understood by you or others if your handwriting is legible.

4. LIST your notes in chronological order.

   NOTE: Avoid writing notes in a crowded manner. The information that you are recording is too important to be misunderstood because of over-crowding.

5. NUMBER the pages.

   HINT: This practice will help you locate important information, and help you notice any missing pages.

6. DEVELOP a note-taking pattern.

   HINT: A consistent pattern of note-taking will help you read and interpret your field notes more easily.

7. FILE all original field notes.

   NOTE: Make sure that you file your original field notes in a safe place to prevent them from damage or loss.

OBJECTIVE 4

Match criteria for good field notes with the explanation of each.

CLEAR — So you can read and understand them weeks, months, or even years later.

CONCISE — So the notes contain all needed information.

CORRECT — So others will act on the information, and so you may ensure accuracy in court.

COMPLETE — Answering the basic questions of who, what, when, where, why, and how.

NOTE: Be sure to ask for correct names, mailing addresses, and phone numbers as well as birth dates and social security numbers. This will ensure future contact with persons.

OBJECTIVE 5

Arrange in order from first to last the points in the standard description of a person.

IMPORTANT: Describe a person using these points in this order.

1. Name (if available)
2. Race
    a. White, not of Hispanic origin
    b. American Indian or Native Alaskan
    c. Black, not of Hispanic origin
    d. Hispanic
    e. Asian or Pacific Islander
3. Sex
4. Age (bracket)
5. Height (bracket)
6. Weight (bracket)
7. Hair (color, length, style)
8. Eye color
9. Complexion
10. Physical characteristics
11. Clothing (style and condition) from head to foot
    a. Shirt or tie
    b. Coat or jacket
    c. Slacks
    d. Socks
    e. Shoes
    f. Other items

OBJECTIVE 6

Arrange in order from first to last the points in the standard description of a vehicle.

IMPORTANT: Describe a vehicle using these points in this order.

1. Color
2. Year (as close as possible)
3. Make or model
4. Body (sedan, hard top, convertible, etc.)
5. Tag number
6. Other information (missing parts, etc.)

OBJECTIVE 7

Write the correct word representing each letter of the phonetic alphabet.

A — Adam
B — Baker
C — Charles
D — David
E — Edward
F — Frank
G — George
H — Henry
I — Ida
J — John
K — King
L — Lincoln
M — Mary
N — Nora
O — Ocean
P — Paul
Q — Queen
R — Robert
S — Sam
T — Tom
U — Union
V — Victor
W — William
X — X-Ray
Y — Young
Z - Zebra

REASONS FOR WRITING FIELD NOTES

- Serves as a permanent record of events
- Provides basis for written reports
- Serves as an investigative aid
- Supports your statement during court appearances

CRITERIA FOR GOOD FIELD NOTES

- CLEAR — So you can read and understand them weeks, months, or even years later.
- CONCISE — So the notes contain all needed information.
- CORRECT — So others will act on the information, and so you may ensure accuracy in court.
- COMPLETE — Answering the basic questions of who, what, when, where, why, and how.

STANDARD DESCRIPTION OF A PERSON

IMPORTANT: Describe a person using these points in this order.

1. Name (if available)
2. Race
   a. White, not of Hispanic origin
   b. American Indian or Native Alaskan
   c. Black, not of Hispanic origin
   d. Hispanic
   e. Asian or Pacific Islander
3. Sex
4. Age (bracket)
5. Height (bracket)
6. Weight (bracket)
7. Hair (color, length, style)
8. Eye color
9. Complexion
10. Physical characteristics
11. Clothing (style and condition) from head to foot
    a. Shirt or tie
    b. Coat or jacket
    c. Slacks
    d. Socks
    e. Shoes
    f. Other items

STANDARD DESCRIPTION OF A VEHICLE

IMPORTANT: Describe a vehicle using these points in this order.

1. Color
2. Year (as close as possible)
3. Make or model
4. Body (sedan, hard top, convertible, etc.)
5. Tag number
6. Other information (missing parts, etc.)

THE PHONETIC ALPHABET

A Adam	N Nora
B Baker	O Ocean
C Charles	P Paul
D David	Q Queen
E Edward	R Robert
F Frank	S Sam
G George	T Tom
H Henry	U Union
I Ida	V Victor
J John	W William
K King	X X-Ray
L Lincoln	Y Young
M Mary	Z Zebra

ASSIGNMENT SHEET 1	WRITING FIELD NOTES IV

Name _____ Score _____

OBJECTIVE 8

Describe a person.

DIRECTIONS

- Your instructor will tell you to describe a specific person.
- Describe this person using the numbered spaces below. The points in your description must be arranged in the correct order from first to last.

DESCRIPTION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

_____

_____

ASSIGNMENT SHEET 2	WRITING FIELD NOTES	IV

Name _____ Score _____

OBJECTIVE 9

Apply the phonetic alphabet.

DIRECTIONS

- For each sample license tag, describe the tag number using the phonetic alphabet.
- For each description, write the tag number.

1. AOR-384

_____

2. "Frank Union Edward seven three one"

_____

3. TEQ-476

_____

4. OUY-990

_____

5. WBJ-230

_____

6. "Paul Young Ida two six nine"

_____

7. KHM-777

_____

8. OIY-587

_____

9. PFX-269

_____

10. "William Mary Baker eight five nine"

_____

ASSIGNMENT SHEET 3	WRITING FIELD NOTES	IV

Name _____ Score _____

OBJECTIVE 10 **Demonstrate observation skills.**

DIRECTIONS

- Answer the following questions based on the information provided by your instructor.

1. Describe the person.

NAME _____

RACE _____

SEX _____

AGE (bracket) _____

HEIGHT (bracket) _____

WEIGHT (bracket) _____

HAIR (color, length, style) _____

_____

EYE COLOR _____

COMPLEXION _____

PHYSICAL CHARACTERISTICS _____

_____

CLOTHING (style and condition, from head to foot)

_____

_____

_____

2. What did the person do?

_____

_____

_____

3. What did the person say?

_____

_____

_____

_____

4. Where did the person enter? Where did the person exit?

_____

_____

5. Was anyone else involved?

_____

6. What time was it?

_____

ASSIGNMENT SHEET 4	WRITING FIELD NOTES	IV

Name _____ Score _____

OBJECTIVE 11

Prepare a set of field notes.

DIRECTIONS

- Read the description below of your activities while on duty.
- Prepare a set of field notes as a record of your shift. Use the example form on the following pages.

Your shift is from 4 p.m. to 12 p.m. During your shift, you have two patrols. The first patrol starts at 8:45 p.m. and is usually completed by 9:15 p.m. The second patrol usually lasts from 10:45 p.m. to 11:15 p.m. As you come on duty, you receive nine keys and a detex clock. While checking some of the interior doors at 8:50 p.m., you find one self-closing door that had not closed completely and had not locked. Ten minutes after starting your first patrol, you notice that some maintenance work was left unfinished. A power cord is still plugged in and stretches across a well-traveled aisle, creating a tripping hazard. You unplug and properly secure the cord. Five minutes later, as you check the loading dock, you see that one of the security lights above the dock is burned out. You complete your first patrol at 9:25 p.m. because of the cleanup work.

After starting your second patrol, you observe some activity in the parking lot. It is 11:00 p.m. and you notice a car beside one of the light posts in the parking lot. The lights on the damaged light post are out and glass covers the pavement beneath the light post. As you cross the lot, the person driving the car leaves the scene in a late model black Ford pickup truck. You see the truck in the light of the other light posts, but you cannot read the license tag number before the vehicle disappears across the parking lot and heads west on the highway just north of the premises. You sweep the glass and by 11:25 p.m. you continue your patrol. After completing your second patrol at 11:40 p.m., you prepare an incident report about the damage to the light post. You are able to complete the report for your client and go off duty on time.

FIELD NOTES

DATE:

TIME	ACTIVITIES

Page

FIELD NOTES

DATE:

TIME	ACTIVITIES

Page

ASSIGNMENT SHEET 1

Complete the following standard description for your "answer key" to Assignment Sheet 1.

NAME _____

RACE _____

SEX _____

AGE (bracket) _____

HEIGHT (bracket) _____

WEIGHT (bracket) _____

HAIR (color, length, style) _____

_____

EYE COLOR _____

COMPLEXION _____

PHYSICAL CHARACTERISTICS _____

_____

CLOTHING (style and condition, from head to foot)

_____

_____

_____

ASSIGNMENT SHEET 2

1. Adam Ocean Robert 384
2. FUE-731
3. Tom Edward Queen 476
4. Ocean Union Young 990
5. William Baker John 230
6. PYI-269
7. King Henry Mary 777

8. Ocean Ida Young 587
9. Paul Frank X-Ray 269
10. WMB-859

ASSIGNMENT SHEET 3

Based on the situation created by the instructor.

ASSIGNMENT SHEET 4

See the example on the following pages.

FIELD NOTES

DATE: TODAY'S DATE

TIME	ACTIVITIES
4:00 p.M.	(Your name) ON DUTY - received detex clock and 9 keys.
8:45 p.M.	Started first patrol.
8:50 p.M.	Closed and locked self-closing door that had not closed completely. Made note for maintenance to check door.
8:55 p.M.	Unplugged and secured power cord found in work area.
9:00 p.M.	Noted a burned out security light above loading dock. Made note for Maintenance to replace bulb.
9:25 p.M.	Completed first patrol late because of notes to Maintenance about door and security light.
10:45 p.M.	Started second patrol.
11:00 p.M.	Noted a damaged light post in parking lot. Approached a black, late model Ford pickup truck. Could not read tag number. Could not identify driver before truck drove off onto highway west. Got broom from Maintenance and swept glass from pavement beneath light post. Made note for Maintenance to check light post. See incident report.

Page 1

FIELD NOTES

DATE: TODAY'S DATE

TIME	ACTIVITIES
11:25 p.m.	Continued second patrol.
11:40 p.m.	Completed second patrol late because of incident and cleanup in parking lot. Prepared incident report.
12:00 p.m.	(Your name) OFF Duty.

WRITTEN TEST	WRITING FIELD NOTES	IV

Name _____ Score _____

OBJECTIVE 1 **State reasons for writing field notes.** State four (4) reasons.

1. _____
2. _____
3. _____
4. _____

OBJECTIVE 2 **List necessary equipment for writing field notes.** List four (4) items.

1. _____
2. _____
3. _____
4. _____

OBJECTIVE 3 **Select from a list some guidelines for writing field notes.** Write an "X" in the space beside each correct guideline.

_____1. Write ycur proper identification in your notebook.

_____2. Keep a supply of notebook paper or a spare notebook.

_____3. Write so that only you can read your notes.

_____4. Write legibly.

_____5. List your notes in chronological order.

_____6. Rewrite your notes in order from most important to least important.

_____7. Number the pages.

_____8. Develop a note-taking pattern.

_____9. File all original field notes.

_____10. Record only important events.

OBJECTIVE 4

State criteria for good field notes. State four (4) criteria.

1. _____

2. _____

3. _____

4. _____

OBJECTIVE 5

Arrange in order from first to last the points in the standard description of a person. Write the correct number 1-11 in the blank beside each point.

_____ HEIGHT (bracket)

_____ COMPLEXION

_____ RACE

_____ AGE (bracket)

_____ NAME

_____ PHYSICAL CHARACTERISTICS

_____ HAIR (color, length, style)

_____ WEIGHT (bracket)

_____ CLOTHING (style and condition, from head to foot)

_____ EYE COLOR

_____ SEX

OBJECTIVE 6

Arrange in order from first to last the points in the standard description of a vehicle. Write the correct number 1-6 in the blank beside each point.

_____ MAKE or MODEL

_____ COLOR

_____ TAG NUMBER

_____ YEAR

_____ OTHER INFORMATION

_____ BODY

OBJECTIVE 7

Write the correct word representing each letter of the phonetic alphabet. Write the correct word in the blank beside each letter.

_____ 1. A

_____ 2. B

_____ 3. C

_____ 4. D

_____ 5. E

_____ 6. F

_____ 7. G

_____ 8. H

_____ 9. I

_____ 10. J

_____ 11. K

_____ 12. L

_____ 13. M

_____ 14. N

_____ 15. O

_____ 16. P

_____ 17. Q

_____ 18. R

_____ 19. S

_____ 20. T

_____ 21. U

_____ 22. V

_____ 23. W

_____ 24. X

_____ 25. Y

_____ 26. Z

NOTICE The Assignment Sheets in this unit are not part of the Written Test. If you have not completed these Assignment Sheets, check with your instructor.

OBJECTIVE 1

1. Serves as a permanent record of events
2. Provides basis for written reports
3. Serves as an investigative aid
4. Supports your statements during court appearances

OBJECTIVE 2

1. Notebook
2. Pencils and pens
3. Preprinted forms
4. Other items

OBJECTIVE 3

1, 2, 4, 5, 7, 8, 9

OBJECTIVE 4

1. Clear
2. Concise
3. Correct
4. Complete

OBJECTIVE 5

5, 9, 2, 4, 1, 10, 7, 6, 11, 8, 3

OBJECTIVE 6

3, 1, 5, 2, 6, 4

OBJECTIVE 7

1. Adam
2. Baker
3. Charles
4. David
5. Edward
6. Frank

7. George
8. Henry
9. Ida
10. John
11. King
12. Lincoln
13. Mary
14. Nora
15. Ocean
16. Paul
17. Queen
18. Robert
19. Sam
20. Tom
21. Union
22. Victor
23. William
24. X-Ray
25. Young
26. Zebra

NOTICE The Assignment Sheets in this unit are not part of the written test.

OBJECTIVE SHEET	WRITING REPORTS V

INTRODUCTION

As a security guard or private investigator, you must prepare written reports for your employer or clients. These written reports must contain the basic information from your field notes as well as more detailed information and your own observations.

UNIT OBJECTIVE

After completing this unit, you will be able to identify basic elements of written reports and write an accurate and detailed report using your field notes. This ability will be evidenced by completing assignment sheets and by scoring an eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Explain the purpose of a written report.
2. Distinguish between basic types of written reports.
3. State the question answered by each basic component of a written report.
4. List criteria for written reports.
5. Select from a list some guidelines for writing narrative reports.
6. Prepare a written report from field notes. (Assignment Sheet #1)

PREPARATION

1. Supplement this unit with additional resources.
2. Review the unit and plan your presentation.
   a. Estimate the amount of material that can be covered in each class session.
   b. Plan for appropriate Assignment Sheets.
   c. Identify objectives that you can supplement with other resources.
   d. Invite guest speakers in advance.
3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
4. Make students aware of the licensing examination to be administered by CLEET. Refer to the *Oklahoma Private Security Rules and Regulations.*

DELIVERY

Objective 1

- Ask students why written reports are important in the private security profession.
- Give examples of ways that security guards and private investigators use written reports.

Objective 2

- Show TM 1 and TM 2.

Objective 3

- Show TM 3.
- Describe examples of each basic component of a written report. (Describe a possible on-the-job situation, then explain or ask students to explain how the components of a written report would answer questions about the situation.) Do not use the field notes in Assignment Sheet 4 in Unit 3 as your possible solution — these field notes will be used to complete Assignment Sheet 1 in this unit.

Objective 4

- Show TM 4.
- Discuss the importance of each of the criteria.
- Ask students how they can satisfy each of the criteria when writing reports.

Objective 5

- Show TM 5.
- Ask students why each guideline is important. Suggest other guidelines.
- Create a good example and a poor example of a written report and ask students to critique the examples.
- Introduce Assignment Sheet 1. Be sure that you have evaluated and returned Assignment Sheet 4 in Unit 3 to each student before introducing this Assignment Sheet.

APPLICATION

Objective 6

- Complete the Assignment Sheet as an in-class or take-home activity after discussing the related unit objectives.
- Review the related unit objectives before completing the Assignment Sheet, if needed.
- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.
- Evaluate students on Assignment Sheet activities.

  IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit and after completing the Assignment Sheets, but not earlier than the next class session.

- Remind students throughout your presentation that the questions and required performance on each Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are <u>not</u> multiple-choice.

- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Objectives in this unit adapted with permission of the Texas Board of Private Investigators and Private Security Agencies, from *Commissioned Security Officer Training Manual,* 1984.

OBJECTIVE 1

Explain the purpose of a written report.

A written report communicates information from your field notes, your own observation, and any other detailed information in a standard form.

OBJECTIVE 2

Distinguish between basic types of written reports.

Preprinted Form — The preprinted form is the easiest type of report to complete. The form is already organized for you and requires only the information that is considered essential.

Narrative Form — The narrative form is more difficult, but is also more flexible. The narrative form requires more thought, planning and time. It also demands better writing skills than the preprinted form. However, the narrative form is flexible because you decide what information to include in the report. This form is also less expensive than the preprinted form.

NOTE: A "Combination Form" is a type of report using a preprinted form that provides space for details.

OBJECTIVE 3

State the question answered by each basic component of a written report.

1. Time (Month/Day/Year, Day of Week, Time of Day) — When
2. Location (Addresses, Room/building Identification, and Phone Numbers) — Where
3. Description of incident — What
4. Names of important persons — Who:
   a. victims
   b. suspects
   c. witnesses (lay, material, expert)
   d. guards/investigators (names, signatures, and names of agencies)
5. Motive — Why

6. How the incident occurred or the distinctive characteristics of the incident — How

   NOTE: Put all of the basic facts in your original reports. Place all opinions, recommendations, etc. in another report such as a supplemental report.

OBJECTIVE 4 **List criteria for written reports.**

1. Clear

   NOTE: Present the information in your reports in a logical order, such as chronological order.

2. Concise

3. Correct

4. Complete

OBJECTIVE 5 **Select from a list some guidelines for writing narrative reports.**

1. PLAN the report.

2. ARRANGE information logically.

3. WRITE clearly and legibly.

4. USE the first-person form.

   EXAMPLE: "I wrote," instead of "the officer wrote."

5. USE short, common words and explain any necessary technical terms.

6. KEEP sentences and paragraphs short.

7. USE words correctly.

   NOTE: Correct any errors before submitting the report.

8. READ/PROOF the completed report.

   NOTE: Your narrative report may be the basis for any further actions concerning an incident. Be thorough and accurate!

9. COPY the report for your own records.

10. SUBMIT the report to your supervisor (if applicable).

REMEMBER: The successful narrative report should completely describe the different aspects of any incident for someone not directly involved.

> Arrange the information in your reports in a logical way. Make it easy for the reader to follow the sequence of events described in your reports. A poorly arranged report could allow the reader to misunderstand the facts about an incident.

EXAMPLE PREPRINTED REPORT FORM

Reference /Job #	Client Name	Site	Date

PATROL EQUIPMENT	Detex Clock	Flashlight	Radios	Other Items	Ser. #

GUARD ID	Guard (Name)	Guard (Name)	Guard (Name)
	Shift # Start AM PM Ended AM PM	Shift # Start AM PM Ended AM PM	Shift # Start AM PM Ended AM PM

DUTIES ACTIVITIES	Yes	No	Notes	Yes	No	Notes	Yes	No	Notes
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

COMMENTS	

SIGNATURE	Shift #	Shift #	Shift #

TRANSPARENCY MASTER 1 - PS: PHASE 1
V - 11

TM 1

EXAMPLE COMBINATION REPORT FORM

A B C Security Company

INCIDENT/CONTACT REPORT

Report Date: _____ Report Time: _____

Client Name: _____

Address: _____

Street City State Zip

_____

A.C. Phone FAX #

Incident:

Incident Date: Incident Time:

Incident Location:

Reference/Job #:

Description of Incident: _____

_____

_____

Names of Important Persons: _____

_____

_____

Motive: _____

_____

_____

How the Incident Occurred: _____

_____

_____

Signature:

Position:	ID#:	Page of

BASIC COMPONENTS OF WRITTEN REPORTS

1. Time (Month/Day/Year, Day of Week, Time of Day) — When

2. Location (Addresses, Room/building Identification, and Phone Numbers) — Where

3. Description of incident — What

4. Names of important persons — Who:

   a. victims

   b. suspects

   c. witnesses (lay, material, expert)

   d. guards/investigators (names, signatures, and names of agencies)

5. Motive — Why

6. How the incident occurred or the distinctive characteristics of the incident — How

   NOTE: Put all of the basic facts in your original reports. Place all opinions, recommendations, etc. in another report such as a supplemental report.

CRITERIA FOR WRITTEN REPORTS

1. Clear

   NOTE: Present the information in your reports in a logical order, such as chronological order.

2. Concise

3. Correct

4. Complete

GUIDELINES FOR WRITING NARRATIVE REPORTS

1. PLAN the report.
2. ARRANGE information logically.
3. WRITE clearly and legibly.
4. USE the first-person form.

   EXAMPLE: "I wrote," instead of "the officer wrote."

5. USE short, common words and explain any necessary technical terms.
6. KEEP sentences and paragraphs short.
7. USE words correctly.

   NOTE: Correct any errors before submitting the report.

8. READ/PROOF the completed report.

   NOTE: Your narrative report may be the basis for any further actions concerning an incident. Be thorough and accurate!

9. COPY the report for your own records.
10. SUBMIT the report to your supervisor (if applicable).

REMEMBER: The successful narrative report should completely describe the different aspects of any incident for someone not directly involved.

ASSIGNMENT SHEET 1	WRITING REPORTS V

Name _____ Score _____

OBJECTIVE 6

Prepare a written report from field notes.

INTRODUCTION

Private security professionals must often prepare written reports to support their field notes. The kinds of written reports required are different for each company or client. They may be called "incident reports," "contact reports," or other names. However, all written reports help the guard or private investigator record any unusual or "out of the ordinary" events that happen during the shift or investigation, and provide important information needed by the company or client.

DIRECTIONS

- Review your field notes from Assignment Sheet 4 in Unit IV.
- Prepare a written report about the *traffic accident* that you recorded in your field notes. Use the example "combination" report form.

A B C Security Company

INCIDENT/CONTACT REPORT

Report Date: _____ Report Time: _____

Client Name: _____

Address: _____

Street City State Zip

_____

A.C. Phone FAX #

Incident:

Incident Date: Incident Time:

Incident Location:

Reference/Job #:

Description of Incident:

Names of Important Persons:

Motive:

How the Incident Occurred:

Signature:

Position:	ID#:	Page of

ASSIGNMENT SHEET 1

Evaluated to instructor's satisfaction: does the report include the basic components of a written report? does the report meet the criteria for written reports?

Name _____ Score _____

OBJECTIVE 1

Explain the purpose of a written report.

_____

_____

_____

_____

_____

OBJECTIVE 2

Distinguish between basic types of written reports. In each blank, write PF if the statement identifies a preprinted form or NF if the statement identifies a narrative form.

_____1. Is the easiest type of report to complete

_____2. Is more difficult, but is also more flexible

_____3. Requires more thought, planning and time

_____4. Is already organized for you

_____5. Demands better writing skills

_____6. Requires only the information that is considered essential

OBJECTIVE 3

State the question answered by each basic component of a written report. Write the question (1 word) in each blank.

1. Time (Month/Day/Year, Day of Week, Time of Day)

   _____

2. Location (Addresses, room/building identification, and phone numbers)

   _____

3. Description of Incident

   _____

4. Names of Important Persons

_____

5. Motive

_____

6. How the Incident Occurred

_____

OBJECTIVE 4 **List criteria for written reports.**

1. _____ 3. _____

2. _____ 4. _____

OBJECTIVE 5 **Select from a list some guidelines for writing narrative reports.** Write an "X" in the blank beside each correct guideline.

_____1. Plan the report.

_____2. Arrange information logically.

_____3. Arrange information in chronological order.

_____4. Write clearly and legibly.

_____5. Use the first-person form.

_____6. Use the third-person form.

_____7. Use short, common words and explain any necessary technical terms.

_____8. Keep sentences and paragraphs short.

_____9. Use words correctly.

_____10. Read/proof the completed report.

_____11. Submit the original report and all copies.

_____12. Copy the report for your own records.

_____13. Submit the report to your supervisor (if applicable).

NOTICE The Assignment Sheet in this unit is not part of the written test. If you have not completed this Assignment Sheet, check with your instructor.

OBJECTIVE 1

A written report communicates information from your field notes, your own observation, and any other detailed information in a standard form.

OBJECTIVE 2

1. PF
2. NF
3. NF
4. PF
5. NF
6. PF

OBJECTIVE 3

1. When?
2. Where?
3. What?
4. Who?
5. Why?
6. How?

OBJECTIVE 4

1. Clear
2. Concise
3. Correct
4. Complete

OBJECTIVE 5

1, 2, 4, 5, 7, 8, 9, 10, 12, 13.

NOTICE

The Assignment Sheet in this unit is not part of the written test.

OBJECTIVE SHEET	**INTERPRETING YOUR LEGAL POWERS AND LIMITATIONS** VI

INTRODUCTION

Your legal powers are limited as a security guard or private investigator. You are a private citizen providing a service; you are not a law enforcement officer.

UNIT OBJECTIVE

After completing this unit, you will have a basic knowledge of your legal powers and limitations regarding arrest as well as search and seizure. This knowledge will be evidenced by completing assignment sheets and by scoring eighty-five percent (85%) on the written test.

SPECIFIC OBJECTIVES

After completing this unit, you will be able to

1. Match terms associated with legal powers and limitations with their correct definitions.
2. Explain the elements of an arrest.
3. Select from a list statements describing the arrest authority of a security guard or private investigator.
4. Summarize the "plain view" clause.
5. State the circumstances under which a lawful search can be made.
6. Select from a list common criteria for "reasonable suspicion."
7. State the circumstances under which a "pat down" search can be made.
8. Define the use of deadly force.
9. Interpret reasonable suspicion and arrest authority. (Assignment Sheet #1)

PREPARATION

1. Supplement this unit with additional resources.
2. Review the unit and plan your presentation.
   a. Estimate the amount of material that can be covered in each class session.
   b. Plan for appropriate Assignment Sheets.
   c. Identify objectives that you can supplement with other resources.
   d. Invite guest speakers in advance.
3. Design transparencies and handouts to reinforce the objectives in each unit, to provide additional information, or to facilitate in-class activities.
4. Make students aware of the licensing examination to be administered by CLEET. Refer to the *Oklahoma Private Security Rules and Regulations.*

DELIVERY

Objective 1

- Emphasize the fact that licensed security guards and private investigators have no special powers or authority. They do not have the protection from civil liability that peace officers have in the exercise of arrest authority.
- Refer to Supplement 1.
- State that Phase 4 (Firearms Training) includes a more detailed discussion of deadly force, for students who will take Phase 4.
- Check the Oklahoma Statutes for examples of felonies and misdemeanors.

Objective 2 and 3

- Quiz students on their thoughts about their arrest powers, before discussing these objectives.
- Remind students that the only arrest they can make is a citizen's arrest.
- Show TM 1 and TM 2.

Objective 4

- Give examples of using the "plain view" clause
- Emphasize the fact that licensed security guards and private investigators do not have the same powers and authority that peace officers have. Security guards and private investigators have the powers and authority of private citizens.

Objective 5

- Describe or ask students to describe possible situations when a lawful search could be made.
- Recommend to your students that they should allow the police to respond to situations when they are not sure about their own authority.

Objective 6

- Tie-in Objective 6 with Objective 3.
- Show TM 3.
- Give examples of each of the criteria.
- Introduce Assignment Sheet 1. Create extra role-plays for students to act out, then ask the class to answer the questions about reasonable suspicion and arrest authority relating to the role-plays.

Objective 7

- Refer back to Objective 6 for common criteria for reasonable suspicion.

Objective 8

- Explain that the case of Tennessee vs. Garner shows that the question of deadly force is still subject to legal interpretation.

APPLICATION

Objective 9

- Complete the Assignment Sheet as an in-class or take-home activity after discussing the related unit objectives.
- Review the related unit objectives before completing the Assignment Sheet, if needed.

- Create additional Assignment Sheets, as needed, to reinforce the unit objectives and/or to meet the needs of students.
- Evaluate students on Assignment Sheet activities.

  IMPORTANT: The Assignment Sheets in *Private Security Training* are supplementary activities only. Students are not required to achieve a particular score on any Assignment Sheet in order to successfully complete any given unit.

EVALUATION

- Give the Written Test soon after presenting the unit and after completing the Assignment Sheets, but not earlier than the next class session.
- Remind students throughout your presentation that the questions and required performance on each Written Test match the Specific Objectives stated at the beginning of the unit and the objectives discussed in the unit.

  NOTE: Explain that the questions on the Written Test are not multiple-choice.
- Review individual and group performance in order to evaluate teaching methods. Adjust your approach as needed.

REFERENCES

- Objectives in this unit are based upon Oklahoma Statutes and public laws.

INFORMATION SHEET	INTERPRETING YOUR LEGAL POWERS AND LIMITATIONS VI

OBJECTIVE 1

Match terms associated with legal powers and limitations with their correct definitions.

Arrest — Physically restricting a person's movement, or depriving a person of their freedom to leave.

Citizen's Arrest — A legal arrest by a private person (citizen).

NOTE: This is the only type of arrest that may be made by a private investigator or security guard.

Deadly Force — The use of a weapon or any force likely to cause death or serious injury.

Felony — An offense so designated by law punishable by death or confinement in the penitentiary for more than one (1) year or by fine or both fine and confinement.

Misdemeanor — An offense so designated by law punishable by fine, by confinement in the county jail not to exceed one (1) year, or by both.

Plain View — A visual assessment of an area while you are standing at a lawful position. (Do you have a legal right to be where you are?)

IMPORTANT: It is best to keep your hands free and clear while you are looking around so that you can justify "plain view."

Probable cause — An element of arrest consisting of two main factors: a subject's actions and appearance, providing a reason or "cause" for an arrest.

NOTE: The question of whether you as a security guard or private investigator have probable cause to make a citizen's arrest is always subject to interpretation. Probable cause leaves room for doubt and could expose you to legal liability, should it be determined that you did not in fact have a probable cause to arrest an individual.

Reasonable and Necessary Force — The minimum amount of force necessary to make a lawful arrest and/or to defend or regain personal property.

NOTE: If the arrest is unlawful, the force used to make the arrest is also unlawful and you will be open for suit by the person arrested.

Search — The invasion of a person or the person's property to discover articles hidden from view.

Seizure — The taking possession of an item(s) from a person or the person's property.

OBJECTIVE 2 **Explain the elements of an arrest.**

1. There must be **PURPOSE and INTENT** on the part of the arresting party to take the person into custody in accordance with the law, thereby depriving the person of liberty and freedom of movement.

2. An **actual or constructive seizure** must be made of the person to be arrested by one having the power to control that person:

   Actual seizure is the taking into custody of another person by the use of hands and/or by simply touching or pointing toward the person if other elements of the arrest are present. **Constructive seizure** is when the person to be arrested submits to the control of the arresting party without the use, whatsoever, of any physical force or weapons.

3. The arresting party must explain the intent and purpose to the person being arrested. (Title 22, Section 203)

4. The person being arrested must understand the intention of the arresting party to then and there arrest and detain the person.

IMPORTANT: When all four elements have been satisfied, the arrest is complete.

OBJECTIVE 3

Select from a list statements describing the arrest authority of a security guard or private investigator.

1. Your arrest powers are those of a private citizen, with the same laws governing your authority as those that regulate any other private individual.

   NOTE: You have **NO SPECIAL POWER** or obligation under the law to arrest another person. Any wrongful or improper actions by you will fall under the scrutiny of both civil and criminal law.

2. A private citizen may make an arrest.

3. As a private citizen, you may arrest another person

   a. For a public offense committed or attempted in your presence

   b. When a person commits a felony, although not in your presence

      NOTE: The situations in (a) and (b) are best handled with a warrant issued by the proper court.

   c. When a felony has been committed, and reasonable cause exists that the person arrested committed it

4. A private citizen must inform the person being arrested of the cause of the arrest.

5. A private citizen making an arrest must take the person arrested before a magistrate or deliver the person to a peace officer.

6. Any person making an arrest must take from the person arrested all offensive weapons that may be on that person, and must deliver those weapons to the magistrate before whom the arrested person is taken.

OBJECTIVE 4

Summarize the "plain view" clause.

It is unlawful to search a person or property without a warrant. It is **LAWFUL TO LOOK** from a lawful position into a vehicle, container, or about a person as long as you do not touch anything or move from your lawful position. (Do you have a legal right to be where you are?)

NOTE: Only the police may touch or enter a vehicle as long as they have a warrant. **YOU ARE NOT THE POLICE.**

EXAMPLE: If you are talking to a person at your post and you notice a weapon, contraband, or an item that is not carried out or in, you have the right to seize the item(s) as long as you are in your legal position and the item is in plain view.

EXAMPLE: If you are a security guard at a factory, you may be required to inspect lunch boxes, purses, and other hand held packages that are being carried out of the factory. You may legally inspect the items as long as your employer has a written notice that informs the employees of this search and they agree to the notice. But, you must remember that you may **NEVER** touch the items. You must ask the person to please open the container.

OBJECTIVE 5 **State the circumstances under which a lawful search can be made.**

NOTE: The two lawful searches presented here are included in the United States Constitution under the right to search a person subjected to a lawful custodial arrest.

1. **To search for weapons** — To protect the arresting party as well as to prevent the arrested person from personal injury or escaping.

2. **To search for evidence** — To prevent the loss or destruction of the evidence.

REMEMBER: According to the U.S. Supreme Court ruling in *Chimel v. California* 395 U.S. 752 (1969), a proper search incident to an arrest extends not only to the person of the arrestee, but also to that area within his "immediate physical control/surrounding." The immediate physical control/surrounding is that area which may fairly be considered to be an extension of the arrestee's person such as within reach, grasp, or lunge.

OBJECTIVE 6 **Select from a list common criteria for "reasonable suspicion."**

NOTE: Criteria for "reasonable suspicion" are helpful in deciding whether to stop and investigate an individual.

- The demeanor of the suspect.
- The gait and manner of the suspect.
- Any knowledge you may have about the suspect's background or character.
- Whether the suspect is carrying anything, and what.

- The manner in which the suspect is dressed, including bulges in clothing (when considered in light of all other factors).
- The time of day or night the suspect is observed.
- Any overheard conversation of the suspect.
- The particular streets and areas involved.
- Any information received from third persons, whether they are known or unknown.
- Whether the suspect is consorting with others whose conduct is "reasonably suspect."
- Suspect's proximity to known criminal conduct.
- Incidence of crime in the immediate neighborhood.
- Suspect's apparent effort to conceal an article.
- Suspect's apparent effort to avoid identification or confrontation by you or the police.

IMPORTANT: The distinction between an investigatory detention and a full arrest is largely a matter of **degree.** Both involve significant intrusions of the privacy of an individual, although an investigatory detention which does not result in an arrest does not last as long as an arrest. The line between investigatory detention and arrest can be thin and often depends upon the intention of the guard/investigator involved.

OBJECTIVE 7 **State the circumstances under which a "pat down" search can be made.**

1. If you have a **reasonable suspicion** that the person has committed or is about to commit a crime, and

   NOTE: In *Terry v. Ohio*, Supra, the U.S. Supreme Court held that a "pat down" is a limited warrantless search based on "reasonable suspicion" (not probable cause).

2. If you have a reasonable suspicion that your life or the life of another might be in danger.

IMPORTANT: A lawful pat-down search may only be of one's outer clothing. Once you have found something that you believe to be a weapon, you may reach **only** to obtain that item. The item that you "feel" during a pat-down search must be something that would **reasonably feel like a weapon**, such as a gun, knife, etc.

OBJECTIVE 8 **Define the use of deadly force.**

According to a U.S. Supreme Court ruling in the case of Tennessee vs. Garner, the court declared the Tennessee statute on the use of deadly force against a felon — an individual who has committed a felony — to be unconstitutional. The Tennessee statute did not distinguish between a violent and a non-violent felony. Oklahoma Title 21, Section 733 also provides for the use of deadly force by defining a "justifiable homicide." However, the Oklahoma legislation also does not distinguish a violent from a non-violent felony in discussing the use of deadly force against a felon. Therefore, you must comply with the conditions in the Garner case.

IMPORTANT: DEADLY FORCE IS NEVER JUSTIFIABLE WHEN USED TO PROTECT OR DEFEND PROPERTY. YOU SHOULD NEVER USE DEADLY FORCE AGAINST ANYONE EXCEPT IN A LIFE-THREATENING SITUATION WHEN YOU HAVE NO OTHER OPTION FOR SAVING YOUR LIFE OR SOMEONE ELSE'S LIFE. YOU ARE ALWAYS ACCOUNTABLE FOR YOUR ACTIONS. YOU COULD BE SUED AND/OR FINED AND CONVICTED OF MANSLAUGHTER. EACH CASE INVOLVING THE USE OF DEADLY FORCE IS SUBJECT TO INTERPRETATION — THE OKLAHOMA LEGISLATION IS **NOT** A GUIDELINE FOR YOUR ACTIONS CONCERNING DEADLY FORCE.

Elements of an Arrest

1. There must be purpose and intent on the part of the arresting party to take the person into custody in accordance with the law, thereby depriving the person of liberty and freedom of movement.

2. An actual or constructive seizure must be made of the person to be arrested by one having the power to control that person:

Elements of an Arrest

Actual seizure is the taking into custody of another person by the use of hands and/or by simply touching or pointing toward the person if other elements of the arrest are present.

Constructive seizure is when the person to be arrested submits to the control of the arresting party without the use, whatsoever, of any physical force or weapons.

Elements of an Arrest

3. The arresting party must explain the intent and purpose to the person being arrested.

4. The person being arrested must understand the intention of the arresting party to then and there arrest and detain the person.

Arrest Authority

1. Your arrest powers are those of a private citizen, with the same laws governing your authority as those that regulate any other private individual.

2. A private citizen may make an arrest. (Title 22, Section 187.)

Arrest Authority

3. As a private citizen, you may arrest another person

   a. For a public offense committed or attempted in your presence

   b. When a person commits a felony, although not in your presence

   c. When a felony has been committed, and reasonable cause exists that the person arrested committed it

   (Title 22, Section 202.)

Arrest Authority

4. A private citizen must inform the person being arrested of the cause of the arrest. (Title 22, Section 203.)

5. A private citizen making an arrest must take the person arrested before a magistrate or deliver the person to a peace officer. (Title 22, Section 205.)

6. Any person making an arrest must take from the person arrested all offensive weapons that may be on that person, and must deliver those weapons to the magistrate before whom the arrested person is taken. (Title 22, Section 206.)

Criteria for Reasonable Suspicion

- The demeanor of the suspect
- The gait and manner of the suspect
- Any knowledge you may have about the suspect's background or character
- Whether the suspect is carrying anything, and what
- The manner in which the suspect is dressed, including bulges in clothing (when considered in light of all other factors)
- The time of day or night the suspect is observed
- Any overheard conversation of the suspect

Criteria for Reasonable Suspicion

- The particular streets and areas involved
- Any information received from third persons, whether they are known or unknown
- Whether the suspect is consorting with others whose conduct is "reasonably suspect"
- Suspect's proximity to known criminal conduct
- Incidence of crime in the immediate neighborhood
- Suspect's apparent effort to conceal an article
- Suspect's apparent effort to avoid identification or confrontation by you or the police

ASSIGNMENT SHEET 1	INTERPRETING YOUR LEGAL POWERS AND LIMITATIONS VI

Name _____ Score _____

OBJECTIVE 9 **Interpret reasonable suspicion and arrest authority.**

DIRECTIONS

- Read each situation carefully.
- Decide whether you, as the security guard or private investigator, would have (a) reasonable suspicion to stop and investigate the individual in each situation and (b) authority to make a citizen's arrest based on the situation. Explain your answers.

SITUATION 1

It is 7:45 a.m. on a Monday morning. An individual enters your client's facility within sight of your post. The person stops and stands in the entryway, keeping both hands inside coat pockets, and looks out the window at the employees making their way across the parking lot to the entrance. Although you can only see the person's back, you think that the company jacket worn by this person does not fit properly and is bulging on one side. As the person turns around, you notice the name on the front of the jacket. You remember the name because the individual was fired two days earlier for punching a supervisor.

1. Do you have reasonable suspicion to stop the individual and investigate? Explain your answer.

_____

_____

_____

_____

2. Should you arrest the individual? Explain your answer.

_____

_____

_____

_____

SITUATION 2

While making your second patrol at 10:45 p.m., you notice that the door to the client's personnel office is not closed completely. You remember that this particular door usually must be pulled hard to close, but you cannot remember if the door was completely closed during your first patrol. You close the door, make sure it is locked, then complete your patrol. As you are walking toward your desk, you see someone approaching you from the opposite end of the hallway. The person turns out to be an employee at your client's facility who often works late. The employee greets you as usual and walks toward the exit.

3. Do you have reasonable suspicion to stop the individual and investigate? Explain your answer.

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_____

4. Should you arrest the individual? Explain your answer.

_____

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SITUATION 3

While patrolling in an industrial park one night, you discover a door open on one of the buildings along your route. After checking the door closely, you are certain that the door was forced open. You remember having just completed an incident report for your client the week before, when the same building had been broken into. You take some notes, secure the door and head back toward your post to complete another incident report. While walking, you notice someone quickly crossing the parking lot toward a car parked away from all of the light posts in the lot.

5. Do you have reasonable suspicion to stop the individual and investigate? Explain your answer.

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_____

_____

_____

6. Should you arrest the individual? Explain your answer.

_____

_____

_____

_____

SITUATION 4

While on duty at 3:40 one afternoon, you notice that an exterior door in a storage room is slightly open. You know that the door opens into an alley and is almost never used. Although the door is designated an "emergency exit," the alarm did not sound whenever the door was opened. You look out into the alley and see two small boxes a few feet from the door, stacked between a trash dumpster and the wall of the building. The top box appears to be unopened, since the strapping tape is not cut. While you are standing by the door, an employee comes around the corner with a new unopened set of hand tools under one arm.

7. Do you have reasonable suspicion to stop the individual and investigate? Explain your answer.

_____

_____

_____

_____

8. Should you arrest the individual? Explain your answer.

_____

_____

_____

_____

ASSIGNMENT SHEET 1

1. Yes. You have reasonable suspicion based on the demeanor of the suspect, the manner in which the suspect is dressed, and the knowledge you have about the suspect's background or character.

2. No. You should not arrest the individual unless further investigation reveals probably cause. The question of whether you as a security guard or private investigator have probable cause to make a citizen's arrest is always subject to interpretation. Probable cause leaves room for doubt and could expose you to legal liability, should it be determined that you did not in fact have a probable cause to arrest an individual.

3. Yes. You have reasonable suspicion based on the time of day.

4. No. Same as (2) above.

5. Yes. You have reasonable suspicion based on the demeanor, gait and manner of the suspect.

6. No. Same as (2) above.

7. Yes. You have reasonable suspicion based on the suspect's proximity and whether the suspect is carrying anything.

8. No. Same as (2) above.

INTERPRETING YOUR LEGAL POWERS AND LIMITATIONS VI

Name _____ Score _____

OBJECTIVE 1

Match terms associated with legal powers and limitations with their correct definitions. Write the correct letter in each blank.

a. Arrest
b. Citizen's arrest
c. Deadly force
d. Felony
e. Misdemeanor
f. Plain view
g. Probable cause
h. Reasonable and necessary force
i. Search
j. Seizure

_____1. An element of arrest consisting of two main factors: a subject's actions and appearance, providing a reason or "cause" for an arrest.

_____2. The use of a weapon or any force likely to cause death or serious injury.

_____3. The invasion of a person or the person's property to discover articles hidden from view.

_____4. A visual assessment of an area while you are standing at a lawful position.

_____5. An offense so designated by law punishable by fine, by confinement in the county jail not to exceed one (1) year, or by both.

_____6. The minimum amount of force necessary to make a lawful arrest and/or to defend or regain personal property.

_____7. The taking possession of an item(s) from a person or the person's property.

_____8. A legal arrest by a private person (citizen).

_____9. Physically restricting a person's movement, or depriving a person of their freedom to leave.

_____10. An offense so designated by law punishable by death or confinement in the penitentiary for more than one (1) year or by fine or both fine and confinement.

OBJECTIVE 2

Explain the elements of an arrest. Briefly explain each element.

1. _____

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_____

2. _____

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_____

_____

3. _____

_____

_____

_____

4. _____

_____

_____

_____

OBJECTIVE 3

Select from a list statements describing the arrest authority of a security guard or private investigator. Write an "X" in the blank beside each true statement.

_____1. Your arrest powers are those of a private citizen, with the same laws governing your authority as those that regulate any other private individual.

_____2. As a licensed security guard or private investigator, you have special powers and obligations to arrest another person.

_____3. A private citizen may not make an arrest, unless the citizen is a licensed security guard or private investigator.

_____4. As a private citizen, you may arrest another person for a public offense committed or attempted in your presence.

_____5. As a private citizen, you may arrest another person when a person commits a felony, although not in your presence.

_____6. As a private citizen, you may not arrest another person when a felony has been committed, and reasonable cause exists that the person committed the felony.

_____7. A private citizen must inform the person being arrested of the cause of the arrest.

_____8. A private citizen making an arrest must take the person arrested before a magistrate or deliver the person to a peace officer.

_____9. Any person making an arrest must take from the person arrested all offensive weapons that may be on that person, and must deliver those weapons to the magistrate before whom the arrested person is taken.

OBJECTIVE 4 **Summarize the "plain view" clause.**

_____

_____

_____

_____

_____

OBJECTIVE 5 **State the circumstances under which a lawful search can be made.**

1. _____

2. _____

OBJECTIVE 6

Select from a list common criteria for "reasonable suspicion." Write an "X" in the blank beside each of the common criteria.

_____1. The demeanor of the suspect

_____2. The gait and manner of the suspect

_____3. Any knowledge you may have about the suspect's background or character

_____4. Any information received from known third persons only

_____5. Whether the suspect is carrying anything, and what

_____6. The manner in which the suspect is dressed, including bulges in clothing

_____7. The time of day or night the suspect is observed

_____8. Any overheard conversation of the suspect

_____9. The particular streets and areas involved

_____10. Whether the suspect is consorting with others whose conduct is not suspect

_____11. Suspect's proximity to possible criminal conduct

_____12. Incidence of crime in the immediate neighborhood

_____13. Suspect's apparent effort to conceal an article

_____14. Suspect's apparent effort to avoid identification or confrontation by you or the police

OBJECTIVE 7

State the circumstances under which a "pat down" search can be made.

1. _____

_____

2. _____

_____

OBJECTIVE 8

Define the use of deadly force. Write a short definition of the use of deadly force.

_____

_____

_____

_____

_____

_____

NOTICE

The Assignment Sheet in this unit is not part of the written test. If you have not completed this Assignment Sheet, check with your instructor.

OBJECTIVE 1

1. g
2. c
3. i
4. f
5. e
6. h
7. j
8. b
9. a
10. d

OBJECTIVE 2

1. There must be purpose and intent on the part of the arresting party to take the person into custody in accordance with the law, thereby depriving the person of liberty and freedom of movement.
2. An actual or constructive seizure must be made of the person to be arrested by one having the power to control that person.
3. The arresting party must explain the intent and purpose to the person being arrested.
4. The person being arrested must understand the intention of the arresting party to then and there arrest and detain the person.

OBJECTIVE 3

1, 4, 5, 7, 8, 9.

OBJECTIVE 4

It is unlawful to search a person or property without a warrant. It is lawful to look from a lawful position into a vehicle, container, or about a person as long as you do not touch anything or move from your lawful position.

OBJECTIVE 5

1. To search for weapons
2. To search for evidence

OBJECTIVE 6

1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 14.

OBJECTIVE 7

1. If you have a reasonable suspicion that the person has committed or is about to commit a crime, and
2. If you have a reasonable suspicion that your life or the life of another might be in danger

OBJECTIVE 8

Evaluated to instructor's satisfaction.

NOTICE

The Assignment Sheet in this unit is not part of the written test.